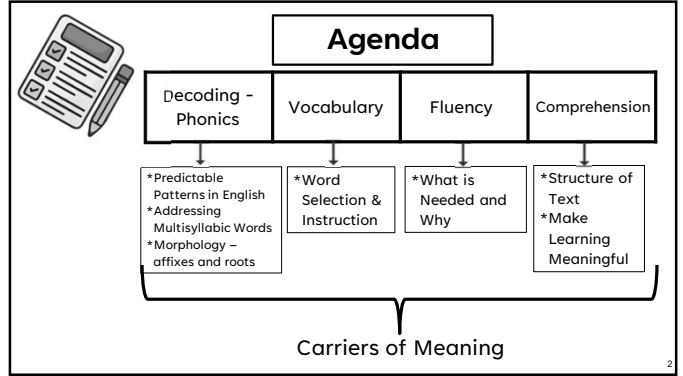




1



2

### Science of Reading (SoR) Explained

- Interdisciplinary body of scientifically-based reading research
- 50 years
- Identifies how proficient readers and spellers have developed and why others struggle
- Instructional practices which maximize reading growth
- Decreases difficulties in reading growth through prevention and intervention

3

### SoR Field Research

- Psychology**
  - Cognitive
  - Developmental
  - School
- Sciences**
  - Communication
  - Implementation
  - Neuroscience
- Education**
- Linguistics**

4

“...the schools’ fundamental responsibility is to ensure that all students read proficiently. ***Yet that goal remains elusive.***” (Lyon & Chhabra, 2004)

“...we now know that ***the majority of students can learn to read*** irrespective of their backgrounds—if ***their reading instruction is grounded in the converging scientific evidence about how reading develops***, why many students have difficulties, and how we can prevent reading failure”

(Lyon, 2002; Moats, 1999; Shaywitz, 2003, as cited by Lyon & Chhabra, 2004).

5

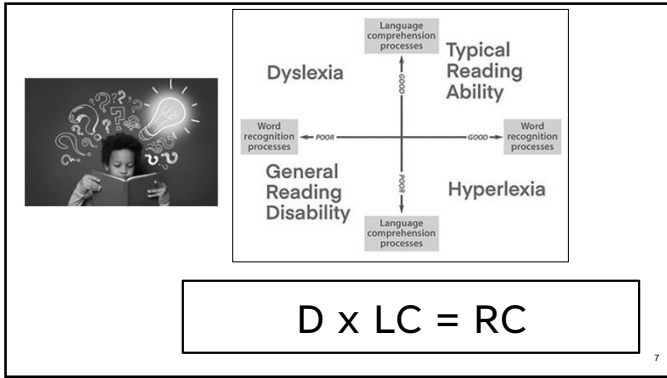
### Reading is all about Comprehension. Right?

Phonics	
Phonology	
Vocabulary	
Working Memory	
Verbal Reasoning	
Literacy Knowledge	
Background Knowledge	

Hollis Scarborough, 2001

**STRUCTURE**

6



7

### Need for Decoding Instruction: Simple View of Reading

"The simple view of reading asserts that reading comprehension is the product of decoding ability and language comprehension" (Gough & Tunmer, 1986; Hoover & Gough, 1990, as cited in Spencer & Wagner, 2018)

"The simple view also has substantial empirical validation. For example, decoding has emerged as a reliable predictor of reading comprehension ability in a variety of instances."

(e.g., Kendeou, van den Broek, White, & Lynch, 2009; Shankweiler et al., 1999, as cited in Spencer & Wagner, 2018)

8

### Practice

When you see...	Pronounce as...
q	/d/ or /t/
z	/m/
p	/b/
b	/p/
ys	/er/
a as in bat	e as in pet
e as in pet	a as in bag

We begin our qrib eq a faziliar blace, a poay like yours enq zine. Iq conqains a hungraq qrillion calls qheq work qogaqhys py qasign. Enq wiqh in each one of qhese zany calls, each one qheq hes QNA, Qhe QNA coqe is axecqly qhe saze, a zess-broqceqeq rasize. So qhe coqe in each call is iqanqical, a razarkaple puq veliq claiq. Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze. Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're viqal is cysqainly blain. Now qhink apouq qhe way you wouqd qhink if qhose calls wyse qhe calls in your prain.

Excerpt from "Journey into DNA" on the "Cracking the Code" website

9

### Digging Deeper with Decoding

10

### Syllabication

Syllable Types	Definition
Closed	Short vowels – ending with a consonant
Open	Long vowel – ending with a vowel
E Syllable	Long vowel – ending with VCe
Vowel Pair	Two vowels together (ex. ee, ai, ay, etc.)
R Controlled	ar, or, ir, ur, er
Consonant -Le	Words ending in consonant -le

Simple to complex

### Syllable Division

vc/cv	v/cv or vc/v	vc/ccv or vcc/cv	prefix and suffix	c-le	v/v
-------	--------------	------------------	-------------------	------	-----

11

### Teach O-C-E

Syllable type:	Open	Closed	E
ends with:	vowel	consonant	VCe
vowel is	long	short	long

Examples:	a	ap	ape
	no	not	note
	bi	bit	bite
	me	met	mete

12



### Syllable Division Patterns:

Addressing Errors: Demo	
teacher	teachr

Addressing Errors: You Try	
stormy	stormie
blotches	bloches
haggle	hagle
boiling	boyling
maybe	mabe

**Diagnostic**

Spelling error?

**SEGMENT**

- Segment by syllables.
- Grab errored syllable.
- Segment the errored syllable.
- Ask eliciting questions.
- Rewrite words.

19

### Syllable Division Pattern VV

- Break between adjacent vowel sounds
- Only one vowel sound in a syllable
- Break syllable between neighboring vowel sounds

Demo: VV Pattern		You Try!!!
neon	ne on V V	ruin
diet	dij et V V	client
		fluid

20

### The Schwa Sound

ə

Vowel sound which is difficult to identify

Pronounced as a short u, short i, or contracted  
Ex. problem human victim

Not found in an accented or stressed syllable

Schwa is lazy and never stressed!

Underlined letters represent the schwa Building Phonology

You Try:		
seven	bottom	family

21

### Accented Syllables

Accent – stressed – say it louder

- How the vowel sounds
- Fully pronounce the vowel sound
- Loudest or clearest sound
- Can be stressed more slowly
- Strategy: **Calling the dog**

Accents are usually placed on a **root word**, not prefix or suffix

Examples
aMENded
aHEAD
CLEVer
deCIDed
geoGRAPHic

22

### Patterns within Accented Syllables

Search for predictable patterns within our language

Accent is usually on the root, stem, or base word

stubby	spreadable	looming
--------	------------	---------

3 syllable words are usually accented on the first syllable

fing <u>er</u> na <u>i</u> l	coun <u>ter</u> part	hosp <u>i</u> tal	organ <u>i</u> ze
------------------------------	----------------------	-------------------	-------------------

23

### Doubling Rule (1-1-1)

When adding a vowel suffix

1 Syllable trap	+ 1 Short Vowel /a/	+ 1 Consonant /p/	= Double Final Consonant trapping
--------------------	------------------------	----------------------	-----------------------------------

You Try!!!			
spin	drop	run	grab

More Complex: Write the base word of grabbing!


24

## Morphology

<p><b>Morpheme</b> the smallest unit of meaning</p>	<p><b>-ology</b> the study of</p>
---------------------------------------------------------	---------------------------------------

**Morphology:**  
The study of the structure of words

The component of grammar which includes:  
Rules of word formation  
Derivational  
Inflectional  
Compounding



25

25

## Jobs of Morphology

<p><b>Derivation</b></p> <ul style="list-style-type: none"> <li>process of creating new words</li> <li>related</li> <li>new component of meaning</li> <li>belong to a new category</li> </ul>	<p><b>Verb</b></p> <p>farm</p>	<p><b>Suffix</b></p> <p>-er</p>	<p><b>Noun</b></p> <p>farmer</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------	---------------------------------	----------------------------------

<p><b>Inflectional</b></p> <ul style="list-style-type: none"> <li>conveys grammatical information</li> <li>English had just a few</li> <li>changes the                     <ul style="list-style-type: none"> <li>number (s, -es)</li> <li>tense (-ed)</li> <li>case (him, he)</li> </ul> </li> </ul>	<p>fox</p> <p>plant</p> <p>walk</p>	<p>s/-es</p> <p>s/-es</p> <p>-ed</p>	<p>foxes</p> <p>plants</p> <p>walked</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------	--------------------------------------	------------------------------------------

26

26

## Affixes Syllable Division Patterns

<p><b>Prefix</b></p> <p>Break syllable between prefix and base word</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px 10px;">re</td><td style="padding: 2px 10px;">form</td></tr> <tr><td style="padding: 2px 10px;">in</td><td style="padding: 2px 10px;">side</td></tr> <tr><td style="padding: 2px 10px;">ex</td><td style="padding: 2px 10px;">act</td></tr> <tr><td style="padding: 2px 10px;">be</td><td style="padding: 2px 10px;">long</td></tr> </table> <p>Changes the meaning!</p>	re	form	in	side	ex	act	be	long	<p><b>Suffix</b></p> <p>Break syllable between base word and suffix</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px 10px;">play</td><td style="padding: 2px 10px;">ed</td></tr> <tr><td style="padding: 2px 10px;">search</td><td style="padding: 2px 10px;">er</td></tr> <tr><td style="padding: 2px 10px;">rust</td><td style="padding: 2px 10px;">ing</td></tr> <tr><td style="padding: 2px 10px;">friend</td><td style="padding: 2px 10px;">ly</td></tr> </table> <p>Changes the part of speech, how many or tense!</p>	play	ed	search	er	rust	ing	friend	ly
re	form																
in	side																
ex	act																
be	long																
play	ed																
search	er																
rust	ing																
friend	ly																

27

27





## Looking at Data within Content

Most Common Prefixes		Most Common Suffixes	
un-	26.4%	-s, -es	31%
not, opposite of, contrary to		plurals	
re-	13.6%	-ed	20%
again, backwards, back		past tense verbs	
in- (im/il/ir)	10.6%	-ing	14%
not		verb form/ present participle	
dis-	7.3%	-ly	7%
not, opposite of, remove		characteristic of	

28

28

## Syllable Division Patterns:

B & E





<b>Addressing Errors: Demo</b>	
preprinted	preprintid

<b>Addressing Errors: You Try</b>	
uncommonly	uncommony
unlucky	unlucke
baking	bakeing
returning	returning
extract	xtract

**Diagnostic**

Spelling error?

**SEGMENT**

- Segment by syllables.
- Grab errored syllable.
- Segment the errored syllable.
- Ask eliciting questions.
- Rewrite words.

29

29

## Oral Language Activity with Affixes

admire	This word is a term used for cooking.	<input type="text"/>
vanish	Add a suffix to mean you are doing it now.	<input type="text"/>
friend	You take it out of the oven, and it is ready to eat. Add a suffix to identify it has been cooked.	<input type="text"/>
content	Which word is a synonym for pal?	<input type="text"/>
submit	Add a suffix to mean they act in a kind way.	<input type="text"/>
harsh	Add a prefix to mean you notice they are not acting in a kind way.	<input type="text"/>
broil		<input type="text"/>

30

30

### Working with Roots & Root Words

What is a root? The basic element of a word to which a prefix or suffix may be affixed; sometimes called a base word or stem. It may or may not be a full English word.

pre <b>made</b>	sub <b>tract</b>	dent <b>ist</b>
-----------------	------------------	-----------------

About ½ of the non-English roots are Latin in origin	Often longer words with both a prefix and suffix Seldom use vowel pairs (ee, ay); prefer to use Vce Never uses sh for /sh/ - spelled with ti, ci, si, or xi
Close to 11% are Greek (the language of science)	Use letters ph for /f/, ch for /k/ & y for long i sound
1% German language	Common words and least phonetic Dolch words

(Gillingham & Stillman, 2014) 31

31

### Going Deeper with Root Words & Roots

#### Decoding

- Aids in syllable division and identifying the vowel sounds.
- Increases accuracy to support understanding.

#### Fluency

- Scans for root words; assists with fluent decoding.

#### Vocabulary

- Links meaning to support understanding of the word.
- Supports comprehension.

32

32

### Syllable Division with Roots

At this point, students should be doing this when they see an unknown word

<b>B &amp; E</b>					
Beginning & Ending	Vowels	Look Between	Divide	Identify Vowel Sounds	Read

Although slower in the beginning stages of decoding, this will become automatic the more they practice.

Add in identifying the root after noting the prefix and suffix(es)

<b>B &amp; E</b>						
Beginning & Ending	Roots	Vowels	Look Between	Divide	Identify Vowel Sounds	Read

33

33

### Syllable Division with Roots

Add in identifying the root after noting the prefix and suffix(es)

<b>B &amp; E</b>						
Beginning & Ending	Roots	Vowels	Look Between	Divide	Identify Vowel Sounds	Read

deformed → You Try! → reforming

<b>Extend the Learning</b>
Identify the syllable types.
Which word means it is happening now?
Already happened?

34

### Instruction with Root Words

Teach what a root is: Words are created starting with a root word and adding prefixes and or suffixes. Knowing what a root word means helps with understanding what a whole word means or is related to.

<b>1</b>	<ul style="list-style-type: none"> <li>The root '<b>magni</b>' means great or big as in magnify, or to make bigger.</li> <li>What does <b>magni</b> mean? What root means great or big? And <b>magni</b> means what? Which is magnificent, a hole in your yard or the Grand Canyon?</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Trace 3-4 times on the table saying <b>magni</b> while tracing.</li> <li>Teacher asks, "What does <b>magni</b> mean?"</li> <li>Then trace 3-4 times on their lap, again question is asked.</li> <li>Finally, write 3-4 times on paper while saying the root '<b>magni</b>'.</li> </ul>

Direct & Explicit  
Oral repetitions  
Multisensory & Semantics

35

### Instruction with Root Words continued

<b>3</b> Students read some words with the root (trace when needed)	<b>Read:</b>	magnify	magnificent
	magnanimous	magnitude	demagnify
<b>4</b> Students spell words with the root segmenting by syllables	<ul style="list-style-type: none"> <li>Reread multiple times for fluency</li> <li>Word Work: Which word relates to a microscope? Finish this sentence: _____</li> <li>The most magnificent thing I have seen is _____</li> </ul>		
	<ul style="list-style-type: none"> <li>Say '<b>magnify</b>'. Segment '<b>magnify</b>' by syllables</li> <li>Write. Continue.</li> <li>Students reread words written for fluency practice.</li> <li>Tie in meaning, "What do large companies do to grow in magnitude?"</li> </ul>		

Vocabulary  
PA & Multisensory  
Semantics

36

### Practice: Root Words Reading and Spelling

Root: art		Meaning: skill
Read words:		Spell Words:
artistic	artisan	art
artifice	artful	artful
articulate	artificially	inarticulate

Root: rupt		Meaning: to break
Read words:		Spell Words:
disruptive	abrupt	eruption
interrupt	rupture	erupted
corrupt	disrupt	erupting

37

37

### Steps for Instruction

STEP BY STEP

1. Directly teach that a root is part of a word that has its own meaning.
2. Teach root and its meaning. Trace and say root and meaning 3 times.
3. Read and spell words with roots to cement learning.
  - Incorporate multisensory support.
  - Trace and blend when reading.
  - Segment when spelling.

38

38

### Diagnostic: Correcting Errors

Reading Words	
Look at the word.	Do you see affixes? Do you see a root?
Look at the letters surrounding the root for syllable division.	
TRACE the syllables while saying the sounds.	Blend the syllables while running your fingers underneath your tracing.
Repeat blending 3 more times.	

39

39

Spelling Words	
When an error is made, write the errored word on the board.	Word dictated: transport. Write: transport.
Tell students what they wrote. Repeat to students what the word requested was.	"This is transport. (cross it out) Say transport. Repeat transport."
Segment the word by syllables.	"Segment transport." Students produce /trans/ /port/.
Grab the syllable that the error occurred in. Segment that syllable, grabbing the errored sound within that syllable.	Have students grab when they segment the /port/ syllable. "Segment port." Students produce /p/ /or/. "Grab it." Students grab the /or/ sound.
Ask students what sound they hear and what letters make that sound.	"What sound do you hear?" Students produce /or/. "What letters make that sound?" Students say or.
Teacher writes the word correctly on the board. Everyone writes it two more times while saying the word.	Teacher writes transport on the board correctly. "Everyone, let's write it two more times to make it permanent."

40

40

### Recap with Root Words and Roots

*Is there evidence of support in enhancing students'...*

<b>Decoding</b>
<ul style="list-style-type: none"> <li>• Aids in syllable division and identifying the vowel sounds.</li> <li>• Increases accuracy to support understanding.</li> </ul>
<b>Fluency</b>
<ul style="list-style-type: none"> <li>• Scans for root words; assists with fluent decoding.</li> </ul>
<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>• Links meaning to support understanding of the word.</li> <li>• Supports comprehension.</li> </ul>

41

41

### Working with Roots: Try Matching!

pan	single
cert	largest
cranio	body
max	skull
corp	sure
soli	all
aqua	to know
gno	water

42


42

### Working with Roots: Try Matching!

pan	single
cert	largest
cranio	body
max	skull
corp	sure
soli	all
aqua	to know
gno	water

43

43



### Turn & Talk


What relationship does decoding have with comprehension?

When looking at content to teach, how does this change your perspective?

44

44



### Vocabulary Work



45

45

### What is Taught: Structure of the English Language





- Vocabulary
- Morphology
- Oral Language
- Language Structures, Syntax, Semantics

46

46

### VOCABULARY



- “The stock of words used by or known to a particular people or group of persons.”  
(Dictionary.com, n.d.)
- jargon, terminology, lexicon

“Words are not just words...what makes vocabulary valuable and important is not the words themselves, so much as the understandings they afford.”  
(Adams, 2009)

47

47

### Does Vocabulary Instruction Improve Reading Achievement?

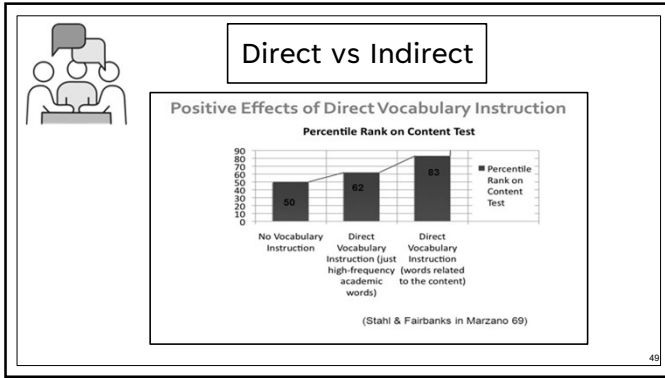
- “When the word is not in the learner’s oral vocabulary, it will not be understood when it occurs in print.”  
(National Reading Panel, 2000)
- Simple View of Reading Gough & Tunmer (1986): Decoding (D) skills and language comprehension (LC) abilities are necessary for reading. Both must be strong to achieve strong reading comprehension.  
 $D \times LC = RC$
- “Research has showed that vocabulary is a determining factor for reading comprehension”

(Boufware-Gooden, Carreker, Thornhill, & Joshi, 2007; Jenkins, Stein, & Wysocki, 1984; Marzano, 1984; National Reading Panel, 2000, as cited in Yildirim, Yildiz, & Akay, 2011)

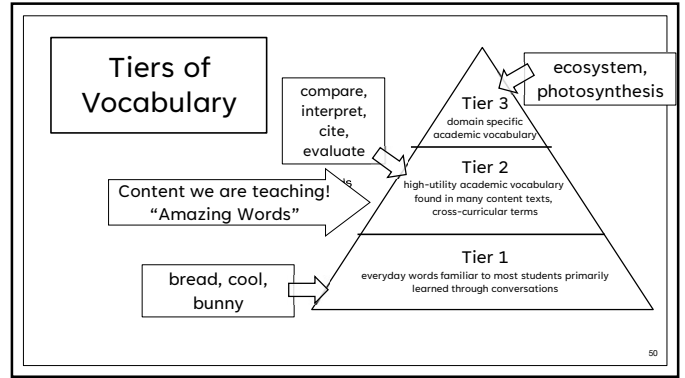
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48





49



50

### Where does vocabulary instruction occur?

- Read Aloud
- Word Lists – Reading and Spelling
- Sentences
- Fiction and Non-Fiction Text
- Every classroom where content is taught
- Daily oral language exchanges

51

### Oral Language Exchanges - Indirect

When checking for feelings:

**Fist to Five**

Fist = lethargic or very tired

Five = jubilant or full of joy

"We are going to play a game of Jeopardy for review in History today. Adherence to answering in the form of a question will be strictly enforced." (That means you must follow the rule to answer in the form of a question.)

52

### Key Features of Direct Vocabulary Instruction

**Select Tier 2 Vocabulary**

- 1. Importance and Utility** Used across domains
- 2. Instructional Potential** Work within a variety of ways to allow connections to other words.
- 3. Conceptual Understanding** Can students go deeper for degrees or shades of meaning?

**How to choose a vocabulary word**

Multiple Exposures

Breadth of Knowledge:  
Definition, Contextual

Active Processing and Interaction

53

### Instruction at the Word Level

**Directions**

- Choose words that are high utility (have multiple meaning/degrees/shades) and can be used across domains/contexts (Tier 2).
  - Definitions
  - Student friendly meanings
  - Synonyms/Antonyms
- Prepare:
  - Associations
  - Parts of speech
  - Visuals
  - "Would you rather..." "Describe about a time..." sentence stems

ee = long e

see	weed	screen
steel	bee	free
screech	feed	seed
seek	cheek	reef
fee	seen	keel
deed	beech	
meek	keen	

54

### Demo: Instruction at the Word Level

<p><b>Directions</b></p> <p>1. Choose words that are high utility (have multiple meaning/degrees/shades) and can be used across domains/context (Tier 2).</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Student friendly meanings</li> </ul> <p>2. Prepare:</p> <ul style="list-style-type: none"> <li>▪ Synonyms/Antonyms</li> <li>▪ Parts of speech</li> <li>▪ "Would you rather....," "Describe about a time...." sentence stems</li> </ul>	<p><b>Teacher Says</b></p> <p>Put your finger on the word above keep. What is the word.</p> <p>Deep means to go far down, like water or knowledge. If something goes far down, you would say it is _____.</p> <p>The antonym of deep is shallow. If something is shallow it isn't _____. The antonym of deep is ____.</p> <p>Deep is an adjective.</p> <p>Would you rather swim in a deep or shallow pool/lake? Turn to your partner and share. "I would rather swim in a _____ because _____"</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

steel  
seem  
seen  
screen  
keen  
queen  
sheen  
deep  
keep  
sheep  
steep

55

55

### Practice: Instruction at the Word Level

<p><b>Directions</b></p> <p>1. Choose words that are high utility (have multiple meaning/degrees/shades) and can be used across domains/context (Tier 2).</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Student friendly meanings</li> <li>▪ Synonyms/Antonyms</li> <li>▪ Parts of speech</li> <li>▪ Would you rather, tell me about a time, sentence stems</li> </ul> <p>2. Prepare:</p>	<p><b>Teacher Says</b></p> <p>Put your finger on the word above _____. What is the word.</p> <p>_____ means _____.</p> <p>If something _____, you would say it is _____.</p> <p>The antonym of _____ is _____. If something is _____ it isn't _____. The antonym of _____ is ____.</p> <p>_____ is a/an _____.</p> <p>Would you rather _____? Turn to your partner and share I would rather _____ because _____.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

steel  
seem  
seen  
screen  
keen  
queen  
sheen  
deep  
keep  
sheep  
steep

56

56

### Instruction at the Sentence Level

<p><b>Directions</b></p> <p>1. Choose a sentence with words that are high utility (have multiple meaning/degrees/shades) and can be used across domains/context (Tier 2).</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Student friendly meanings</li> <li>▪ Synonyms/Antonyms</li> </ul> <p>2. Prepare:</p> <ul style="list-style-type: none"> <li>▪ Associations</li> <li>▪ Parts of speech</li> <li>▪ "Read to find out" statements</li> </ul>	<p><b>Max will get his pet to the vet.</b></p> <p><b>The note will not get sent in the mail without a stamp.</b></p> <p><b>The plane has a clear path to land on the runway.</b></p> <p><b>With my new ear buds, I can hear the sounds loud and clear.</b></p> <p><b>Who is the teacher in the room with the new kids?</b></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

57

57

### Demo: Planning Instruction at the Sentence Level

<p><b>Directions</b></p> <p>1. Choose a sentence with words that are high utility (have multiple meaning/degrees/shades) and can be used across domains/context (Tier 2).</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Student friendly meanings</li> <li>▪ Synonyms/Antonyms</li> <li>▪ Associations</li> <li>▪ Parts of speech</li> <li>▪ "Read to find out" statements</li> </ul> <p>2. Prepare:</p>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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58

58

### Demo: Providing Instruction at the Sentence Level

**The note will not get sent in the mail without a stamp.**

<p><b>Directions</b></p> <p>1. Choose a sentence with words that are high utility (have multiple meaning/degrees/shades) and can be used across domains/context (Tier 2).</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Associations</li> <li>▪ Parts of speech</li> </ul> <p>2. Prepare:</p> <ul style="list-style-type: none"> <li>▪ "Read to find out" statements</li> </ul>	<p><b>Teacher says:</b></p> <p>Read the sentence to find out why an informal message will not be delivered.</p> <p>What word in the sentence means informal message?</p> <p>What is needed to deliver the informal message?</p> <p>Is note a noun or verb in this sentence?</p> <p>Why would you send someone a note? Turn to your partner. "I would send an informal message or note..."</p>
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59

59


### Practice: Instruction at the Sentence Level

<p><b>Directions</b></p> <p>1. Choose a sentence.</p> <p>2. Prepare:</p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Student friendly meanings</li> <li>▪ Synonyms/Antonyms</li> <li>▪ Associations</li> <li>▪ Visuals</li> <li>▪ Parts of speech</li> <li>▪ "Read to find out" statements</li> </ul>	<p><b>Max will get his pet to the vet.</b></p> <p><b>The note will not get sent in the mail without a stamp.</b></p> <p><b>The plane has a clear path to land on the runway.</b></p> <p><b>With my new ear buds, I can hear the sounds loud and clear.</b></p> <p><b>Who is the teacher in the room with the new kids?</b></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

60

60

### Instruction at the Fictional Text Level



**Directions**

- Choose 2-3 words that are high utility, Tier 2 words.
  - Definitions
  - Student friendly meanings
  - Synonyms/Antonyms
- Prepare:
  - Associations
  - Visuals
  - Parts of speech
  - "Read to find out" statements

**Caw and Duff**


Caw and Duff are hawks. They sit in a nest on top of the roof's ledge. You can see them soaring back and forth to their three-foot-wide nest, with twigs, bark strips, and pinecones.

Caw and Duff are not plain birds. They have red tails and brown and white feathers. Most red tail hawks make their nests in trees, but they have made their home on a roof.

Caw must hunt for food for the chicks. He can spot a snake from far away. He can swoop down and grab the snake and take it back to the nest to feed chicks.

61

### Demo: Instruction at the Fictional Text Level



**Directions**

- Choose 2-3 words that are high utility, Tier 2 words.
  - Definitions
  - Student friendly meanings
  - Synonyms/Antonyms
- Prepare:
  - Associations

**Caw and Duff**


Caw and Duff are hawks. They sit in a nest on top of the roof's ledge. You can see them soaring back and forth to their three-foot-wide nest, with twigs, bark strips, and pinecones.

Caw and Duff are not plain birds. They have red tails and brown and white feathers. Most red tail hawks make their nests in trees, but they have made their home on a roof.

Caw must hunt for food for the chicks. He can spot a snake from far away. He can swoop down and grab the snake and take it back to the nest to feed chicks.

62

### Demo: Instruction at the Fictional Text Level



**Directions**

- Choose 2-3 words that are high utility, Tier 2 words.
  - Visuals
  - Parts of speech
- Prepare:
  - "Read to find out" statements

**Caw and Duff**


Caw and Duff are hawks. They sit in a nest on top of the roof's ledge. You can see them soaring back and forth to their three-foot-wide nest, with twigs, bark strips, and pinecones.

Caw and Duff are not plain birds. They have red tails and brown and white feathers. Most red tail hawks make their nests in trees, but they have made their home on a roof.

Caw must hunt for food for the chicks. He can spot a snake from far away. He can swoop down and grab the snake and take it back to the nest to feed chicks.

63

### Your turn: Instruction at the Non-Fiction Text Level



**Directions**

- Choose 2-3 words that are high utility, Tier 2 words.
  - Definitions
  - Student friendly meanings
  - Synonyms/Antonyms
  - Associations
- Prepare:
  - Visuals – picture of a red-tailed hawk
  - Parts of speech
  - "Read to find out" statements

Red-tailed hawks hunt from perches and from the air. As they circle and soar, they can spot a mouse from 100 feet (30 meters) up in the air—about ten stories high. When a red-tailed hawk spots a rodent, rabbit, lizard, or other prey scurrying, it swoops down and grabs its meal in its talons—the big claws on its feet. Once the hawk grabs its prey, it usually flies back up to its perch to eat it.

Excerpt: <https://kids.nationalgeographic.com/animals/birds/facts/red-tailed-hawk>

64

### Resource Tools for Vocabulary

**Dictionary**

- Used to find definitions. May give synonyms and antonyms.
- Physical:
  - Alphabetical Order
    - Scan for beginning/middle/end of alphabet.
    - Uses key words at top of page.
- Online:
  - Search for: define \_\_\_\_\_
  - [www.dictionary.com](http://www.dictionary.com)
  - [www.merriamwebster.com](http://www.merriamwebster.com)
  - [www.collinsdictionary.com](http://www.collinsdictionary.com)
  - Student friendly definitions – great for ELLs

**Thesaurus**

- Used to find synonyms and antonyms
- Physical:
  - Alphabetical Order
    - Scan for beginning/middle/end of alphabet.
    - Uses key words at top of page.
- Online:
  - Search for: \_\_\_\_\_ synonym/antonym
  - [www.thesaurus.com](http://www.thesaurus.com)
  - [www.merriamwebster.com/thesaurus](http://www.merriamwebster.com/thesaurus)
  - [www.collinsdictionary.com/thesaurus](http://www.collinsdictionary.com/thesaurus)
  - Student friendly – great for ML/EL

65




### Language Comprehension

66

### What SoR is NOT

- Just one piece of instruction or a specific program
- Philosophy
- Current trend in education
- Political agenda
- “One size fits all” idea




Research in reading should follow the norms of science. Each researcher must try to learn from the work of those who preceded him and to add to a unified body of knowledge (Chall, 1967).

67

67

### What do you think?



- Reading instruction is needed until third grade.
- Competent teachers do not need to use published reading programs.
- Avoiding published reading programs empowers teachers and enhances the professional status of teaching.
- Reading a lot is the best way to overcome a reading problem.
- Children should be taught to guess words on the basis of meaning and syntax.
- Skills must always be taught in the context of literature.

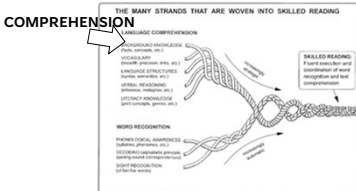
(Moats, 2020) 68

68

### Reading is All About Comprehension, Right?

What are some of the underpinnings of comprehension?


- Phonics
- Phonology
- Vocabulary
- Working Memory
- Verbal Reasoning
- Literacy Knowledge
- Background Knowledge



Scarborough's Reading Rope 69

69

### Looking at the Big Picture



*Reading is an acquired skill.*

What does this mean to you? Discuss.

70

70

### Foundational Skills


**Phonological Awareness**

Reading & spelling is rooted in the processing of sound

**Phonics Accuracy**

95-100% Independent  
90-94% Instructional  
89% or lower Frustration

**Comprehension**



**All skills needed at a Mastery Level: Accuracy + Automaticity**

**Fluency**

Goal


25-75 percentile (Time of year)

**Vocabulary**

71

71

### Defining Mastery



Accurate **and** Automatic  
Phonics **and** Fluency  
Simple View of Reading


$$D \times LC = RC$$

$$.5 \times 1 = .5$$


Comprised Comprehension

72

72



“The implications of the **Simple View of Reading** should be self-evident: reading and language arts instruction must include deliberate, **systematic, and explicit** teaching of word recognition and must develop students’ **subject-matter knowledge, vocabulary, sentence comprehension, and familiarity with the language** in written texts.




Each of these larger skill domains depends on the integrity of its subskills” (Moats, 2020).

73

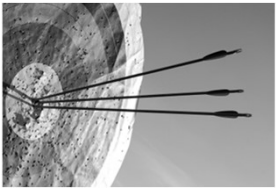
73

<b>Accuracy Strong</b>		<b>Decoding</b>																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Phonics</td><td>☆</td></tr> <tr><td>Fluency</td><td>⊗</td></tr> <tr><td><b>Diagnosis:</b></td><td></td></tr> <tr><td>Focus on automaticity</td><td></td></tr> </table>	Phonics	☆	Fluency	⊗	<b>Diagnosis:</b>		Focus on automaticity		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Phonics</td><td>☆</td></tr> <tr><td>Fluency</td><td>☆</td></tr> <tr><td><b>Diagnosis:</b></td><td></td></tr> <tr><td>Move ahead</td><td></td></tr> </table>	Phonics	☆	Fluency	☆	<b>Diagnosis:</b>		Move ahead		<p>Professor Maryanne Wolf pinpoints phoneme awareness as the #1 deficiency in the dyslexic brain.</p> <p>She also tells us that fluency, or getting the reading circuits to work together quickly, is the second biggest issue for dyslexic students.</p>
Phonics	☆																	
Fluency	⊗																	
<b>Diagnosis:</b>																		
Focus on automaticity																		
Phonics	☆																	
Fluency	☆																	
<b>Diagnosis:</b>																		
Move ahead																		
<b>Rate Slow</b>	<b>Rate Strong</b>																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Phonics</td><td>⊗</td></tr> <tr><td>Fluency</td><td>⊗</td></tr> <tr><td><b>Diagnosis:</b></td><td></td></tr> <tr><td>Reteach and reinforce</td><td></td></tr> </table>	Phonics	⊗	Fluency	⊗	<b>Diagnosis:</b>		Reteach and reinforce		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Phonics</td><td>⊗</td></tr> <tr><td>Fluency</td><td>☆</td></tr> <tr><td><b>Diagnosis:</b></td><td></td></tr> <tr><td>Ensure tracing &amp; reread more often</td><td></td></tr> </table>	Phonics	⊗	Fluency	☆	<b>Diagnosis:</b>		Ensure tracing & reread more often		
Phonics	⊗																	
Fluency	⊗																	
<b>Diagnosis:</b>																		
Reteach and reinforce																		
Phonics	⊗																	
Fluency	☆																	
<b>Diagnosis:</b>																		
Ensure tracing & reread more often																		
<b>Accuracy Weak</b>		74																

74



### Accuracy and Reading Comprehension



To what degree does accuracy impact what we understand when reading?

75

75

Why did Burr challenge Hamilton to a duel?

How did Burr and Hamilton know each other?

In 1804, Burr ran for governor of New York. He lost the election. Burr saw a newspaper article with Hamilton's [ ] comments about him in it. The two men had been [ ] [ ] for 15 years. So, Burr decided to challenge Hamilton to a duel.

☆ Sometimes, when [ ] [ ] lost [ ], they [ ] duels to help their [ ]. They wanted to [ ] themselves as leaders. Burr hoped to show he was brave.

**85% accuracy**

Why did people challenge one another to duels?

76

76

Why did Burr challenge Hamilton to a duel?

How did Burr and Hamilton know each other?

In 1804, Burr ran for governor of New York. He lost the election. Burr saw a newspaper article with Hamilton's [ ] comments about him in it. The two men had been [ ] [ ] for 15 years. So, Burr decided to challenge Hamilton to a duel.

Sometimes, when [ ] [ ] lost elections, they initiated [ ] help their reputations. They [ ] to prove themselves as leaders. Burr hoped to show he was brave.

**90% accuracy**

Why did people challenge one another to duels?

77

77

Why did Burr challenge Hamilton to a duel?

How did Burr and Hamilton know each other?

In 1804, Burr ran for governor of New York. He lost the election. Burr saw a newspaper article with Hamilton's mean comments about him in it. The two men had been [ ] [ ] for 15 years. So, Burr decided to challenge Hamilton to a duel.


Sometimes, when [ ] officials lost elections, they initiated [ ] to help their reputations. They wanted to prove themselves as leaders. Burr hoped to show he was brave.

**95% accuracy**

Why did people challenge one another to duels?

78

78




### Looking at the Big Picture

- What impact does inaccurate decoding of words have when reading to comprehend?
- Thinking diagnostically in a prescriptive manner, what does that knowledge and understanding do to change your instruction?

79

79



### Fluency and Comprehension

When someone can read accurately, but their reading is **laborious, jerky, with minimal expression**, what happens to someone's ability to understand what they have read?

80

80

### Semantics – Syntax - Pragmatics

**Semantics**

- Study of the linguistic meaning of words and sentences

**Syntax**

- The arrangement of words, phrases, and sentences in a sensical and grammatically correct order

**Pragmatics**

- The use of subtext and connotation within the English language
- Study of how the context influences the interpretation of meaning

81

81

Linking Fluency to Stronger Understanding:

Read the words  
assigned  
weekend  
this  
be  
will  
an  
activity

Syntax  
structure  
& order

Semantics  
meaning

Pragmatics  
connotation

Prosody  
intonation

82

82

An activity will be assigned this weekend.

Syntax  
structure  
& order

Semantics  
meaning

Pragmatics  
connotation

Prosody  
intonation

What 2 words might the sentence be about?  
**(semantics)**

Which words make up the verb phrase?  
Put the words in order to make a statement.  
**(syntax)**

Read it as if you were a teacher.  
Now read it as a student stressing when they will be working on the assignment.  
**(pragmatics/prosody)**

How has the message changed now?

Turn the statement into a question changing the order of some of the words.  
**(syntax)**

How has the message changed now?

83

83

adorable though are they're puppies even naughty

Syntax  
structure  
& order

Semantics  
meaning

Pragmatics  
connotation

Prosody  
intonation

What 1-2 words might the sentence be about?

Which word is the verb?

Put the words in order to make a statement.

Read it as if you were the owner.  
Now read it as someone who had their shoe chewed up by the puppy.

How has the message changed now?

Turn the statement into a question changing the order of some of the words.

How has the message changed now?

84

84


**Practice**

Turn the statement into a question using the same words. (**syntax**)

Let's continue this idea and turn it into a story. What might have happened before? After? (**pragmatics, semantics**)

Read the sentence with frustration. What word might you stress? (**prosody, pragmatics**)

She hasn't come home yet.  
The teachers have treated us kindly.  
They had already eaten.  
She will win the fight.  
My cat would climb the tree.



85

85

**Practice**

We see a dirt mark on your new shirt.  
The air mattress did have a leak which needed to be patched up.  
The components of multisensory instruction are visual, auditory, and kinesthetic-tactile.

86

86

**Changes in Command Statements**

- The subject in imperative sentences are not stated in written form; it is understood the speaker is talking to you, the reader.
- These sentences begin with the verb, traditionally an **action verb, which is stressed when read.**

Possible example directions:	Example sentences:
Read the sentence stressing what you are hearing.	Listen carefully to the directions before you proceed.
Read the sentence stressing the word that identifies the location.	Swim out to that buoy as quickly as possible.

87

87

**Practice**

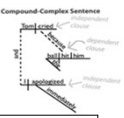
Ask if the first word is a verb!  
What does that tell us automatically?

Pass the cinnamon across the kitchen island.  
Shut and lock all the doors before you leave home.  
Complete most of these assignments before arriving.  
Eat your vegetables before devouring dessert.  
Consider the red dress instead of the blue one.

88

88

**Sentence Structure**



Sentence Structures	Definition	Example
Simple Sentence	Independent Clause	I walked the dog around the block.
Compound Sentence	Joining two or more Independent Clauses	I walked the dog around the block, and she followed me.
Complex Sentence	At least one Independent Clause with Dependent Clause(s)	Since I am older, I walk the dog around the block.

89

89

**Conjunctions:**  
Connecting Words-Phrases-Clauses

**Most Common**

**FANBOYS**

for-and-nor-but-or-yet-so

90

90

Type of Sentence Structure	Parts		
	Independent Clause	Dependent Clause	Uses Conjunctions?
Simple	One	None	Sometimes
Compound	Two or more	None	Always
Complex	One or More	One or more	Usually
Compound Complex	Two or more	One or more	Always

91

Demo: Provide Direct and Explicit Instruction		
I like pancakes and milk.		
Teacher Says	Possible Student Response	Teacher Response
Who is the sentence about?	I	That is the subject of the sentence.
What word tells me how I feel?	like	That is the verb or simple predicate.
When you have a subject and a predicate within a group of words that makes sense, you have a simple sentence. What type of sentence?	Simple sentence	

92

Practice: Provide Direct and Explicit Instruction		
Can you show them the porch?		
Teacher Says	Possible Student Response	Teacher Response
Who is the sentence about?	You	That is the subject of the sentence.
What is the action in the sentence?	show	That is the verb or simple predicate.
When you have a subject and a predicate within a group of words that makes sense, you have a simple sentence. What type of sentence?	Simple sentence	

93

### Practice:

## Simple, Compound, Complex

The job of a teacher is to teach children to read.

□

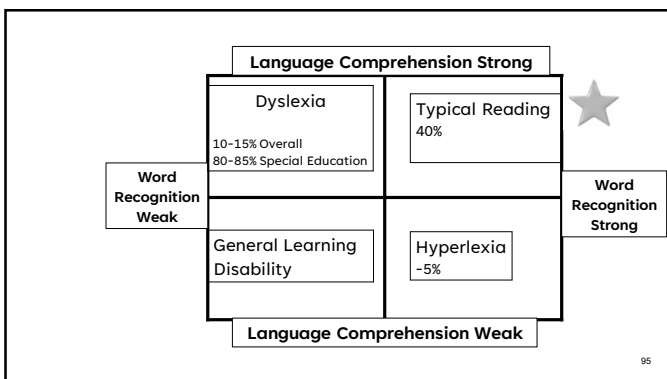
The job of a teacher is to teach children to read yet teachers also reinforce number sense.

□

With rarely enough time, the job of a teacher is to teach children to read.

□

94



95

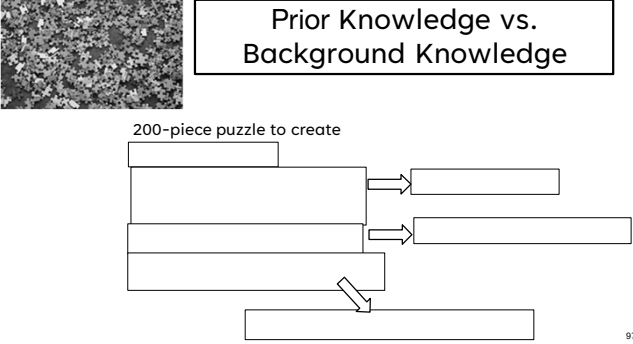
### Background Knowledge

If students were unfamiliar with 59 percent of the terms in a topic, their ability to understand the text was 'compromised.'"

"Researchers noted a steep improvement in comprehension above the 59 percent threshold—suggesting both that a lack of background knowledge can be an obstacle to reading comprehension, and that there is a baseline of knowledge that rapidly accelerates comprehension." (Teradan, 2019)

96





**Prior Knowledge vs. Background Knowledge**

200-piece puzzle to create

97

97

**Ways to Build Background Knowledge**

- Understand the disconnect
- Select common vocabulary to the topic
- Quiz students with questions or activities
- Create visual maps
- Activate stories with prior passages

- To **REINFORCE**
  - One Cloze sentence (sentence with a blank to fill in)
  - Prediction statements

98

98

**Practice: The Irish Game of Hurling**

Hurling is the national sport of Ireland. It's the fastest game on grass. An ancient sport, it's unlike any other sport. Hurling is uniquely Irish, and it takes strength, speed and stamina to play well. For men, hurling isn't simply a sport they play for fun. It's about keeping an Irish tradition alive.

Hurling boasts such illustrious players as the legendary mythical hero Cuchulainn. Hurling consists of two teams using hurls or camans to move a sliotar down a grass field to a goal post. The game is very physical, so children wear helmets and padding as they rush to the ball, shoulder each other out of the way, slap and grab at the sliotar mid-air and attack it with their hurls or camans. The sliotar can be carried or whacked. The team with the most scores win.

The sport is a bruising one, but it is still taught in schools and played in amateur leagues.

99

99

**Verbal Reasoning**

**What is it?**  
The ability to understand and apply what has been read or heard.

- Following Directions
- Learning to Read
- Reading to Learn

**\*Highest correlation with academic achievement K-12**

<b>Examples</b>	<b>Issues or Concerns? Try:</b>
Summarizing	Word Association
Drawing conclusions	Read-Alouds
Inferencing	Picture Clues
Making Connections	

100

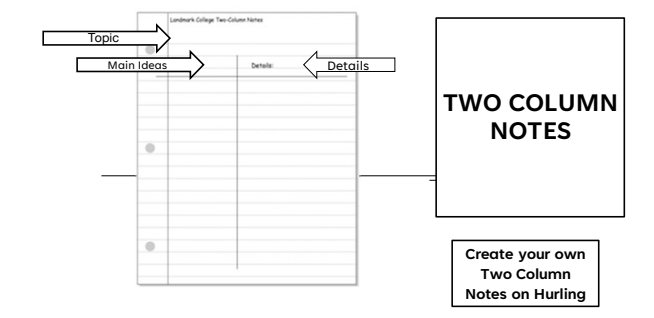
100

**Supporting Verbal Reasoning**

Teacher Modeling & Student Practice	Go back into the text When reading about the Irish sport of Hurling, I am going to go back to the text and find the sentences that relate to the <b>camans</b> so I have a better mental image of what it might look like.
Talk Alouds	Encourage student banter
Practice	Compare and/or Contrast students' ideas and predictions
Graphic Organizers	

101

101



**TWO COLUMN NOTES**

Create your own Two Column Notes on Hurling

102

102

## Mapping Thoughts

**Thinking Maps Reference Guide**

<https://pedagogyofconfidence.net/thinking-maps/>

Traditional story map

103

## Students Who Read First .... Then Think

- Struggling readers often think AFTER they have read a sentence, paragraph, or story.
- The main focus is on the WORDS first, and CONTENT afterwards.
- Comprehension is compromised.

**Why do you think this happens?**

104

## Change the Habit with Consistent Practice

Sequence	Teacher Prompt
Start with sentences	“Read this sentence to find out...”
Move into paragraphs	“When reading the paragraph, identify...”
End with short stories	“Do a quick walk-through. Fiction or Non-fiction? How do we know?”

105

## Let's Try

The child wandered carelessly into the barren garden.

We are still waiting in the car for someone to arrive.

Rough weather often means we need to dress appropriately.

In Alaska, moose sightings near the road mean to slow down.

This is the third time my flight has been delayed.

Carry a flashlight with you in case of an emergency.

106

## Let's Try

One pivotal skill students need to learn when going to school is how to read. Unfortunately for the national average, only thirty-five percent of students learn to read on a proficient level. This data has been pretty consistent the last twenty-five years. Change needs to happen.

---

Structured Literacy focuses on both instruction and what we teach. Skills are taught directly and explicitly while incorporating multisensory strategies. Phonics skills are introduced in a systematic order from most commonly used in our language to least commonly used.

107

## Scope of Comprehension

How Do We Teach It:	
Teach Phonics and Practice Fluency	
Teach Vocabulary	
Active Comprehension strategies	<ul style="list-style-type: none"> <li>• Making Predictions</li> <li>• Story Elements</li> <li>• Questions and Summarizing</li> <li>• Analyze Grammar</li> <li>• Constructing Images</li> </ul>
<b>Issues Arising?</b>	Is it decoding or comprehension?

108

### Author's Purpose and Text Structure

Author's Purpose		Text Structures	
<b>Entertain</b>	Often fictional	Description Sequence/Instruction/Process Cause/Effect Compare/Contrast Problem/Solution	
	Title, Characters		
<b>Inform</b>	Expository		
	Nonfiction		
<b>Argue</b>	Statement of intent; thesis		
	Reasoning paragraphs		
	Recap, concluding statements		

109

109

### Structure of Text - Description

- Novels
- Fiction and Non-fiction
- News articles
- Science and Social Studies text

**Let's take a look at how and why description is important in a story!**

110

110

*It was the sweetest, most mysterious-looking place anyone could imagine. The high walls which shut it in were covered with the leafless stems of climbing roses which were so thick that they were matted together. Mary Lennox knew they were roses because she had seen a great many roses in India. All the ground was covered with grass of a wintry brown and out of it grew clumps of bushes which were surely rose bushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one of the things which made the place look strangest and loveliest was that climbing roses had run all over them and swung down long tendrils which made light swaying curtains, and here and there they had caught at each other or at a far-reaching branch and had crept from one tree to another and made lovely bridges of themselves. There were neither leaves nor roses on them now and Mary did not know whether they were dead or alive, but their thin grey or brown branches and sprays looked like a sort of hazy mantle spreading over everything, walls, and trees, and even brown grass, where they had fallen from their fastenings and run along the ground. It was this hazy tangle from tree to tree which made it all look so mysterious.*


*The Secret Garden by Frances Hodgson Burnett*

111

### Comprehension at the Picture Level

**Description at the picture level.**

- Create a map of words.
- Dig deeper and write sentences.
- Go deeper and introduce/reinforce figurative language.



This is a great area to invest in listening comprehension also!

Give structure to the task.  
Two Column Notes / Graphic Organizers

112

112

### Structure of Text - Sequencing

- Sequential instructions
- Chronological events
- Arguments that use evidence to support a claim
- Fiction or Non-Fiction

after	before	during	earlier
eventually	finally	first	from
how to	In order	last	meanwhile
next	now	until	while

113

113

### Sequencing Using Decodable Text

**Tuesday Afternoon's Assignment**  
 Tuesday morning when he awoke, Cory was excited. He had a Robotics Club meeting after school. His club coach always made the meetings fun.

That afternoon, Ms. Smith, the coach, said they were creating their own robots from recyclable materials. First, Cory and his team sifted through the available parts. Next, his team began to make a plan. Then, Cory and his team divided each robot by "body part".

Cory was in charge of creating the torso. He found pool noodles for arms. An old foil pan would make a great stomach. He was even excited to use some leftover holiday lights to create a "beating" heart.

Choose text that can be read with 95% accuracy or higher.

Identify comprehension strategies that align with a grade level standards.

Read the title. When do we think the story begins? Read the first paragraph to check your prediction.

Put the main events from the second paragraph in sequence.

Reread the third paragraph. How could we say what he did using more "time order" words?

Read the third paragraph. In the last sentence, who is 'he'?

114


114

### Author's Purpose: Point of View

**WHAT ARE GOOD REASONS FOR WEARING SCHOOL UNIFORMS?**  
February 26, 2019

Debates continue about whether students should wear uniforms in schools; however, when you read about schools around the world, a high percentage of those surveyed support school uniforms. Many schools agree that uniforms help remove economic barriers, build feelings of community, and reduce instances of bullying.

<https://www.americanprep.org/>



115

115

School uniforms promote learning.

School uniforms nourish a sense of equality.

School uniforms promote a feeling of community.

School uniforms make it easier to get ready for school.

Uniforms help prevent embarrassing problems while promoting self-discipline.

School uniforms improve safety.

School uniforms do not eliminate individuality.

School uniforms are more affordable.

Parents and teachers support school uniforms.

Many of our uniform vendors provide durable options that stand up to repeated washing and wear.

No more indecision about what to wear in the morning!


Our kids shine because of who they are, not how they look.

We believe our students' focus should be on what they are learning and not on what they are wearing.

116

116

### Structure of Text – Cause and Effect

<b>Effect</b>	What happened? Event?	<p><b>Juan grabbed the large umbrella.</b></p> <p><b>It was projected to rain in the afternoon.</b></p> 	
<b>Cause</b>	What made it happen?		


Challenging Historical reading  
Genre- F/NF

because	cause	led to	reason
accordingly	effect	result	consequence

117

117

### Practice



*Many people think they can get sick by going into cold weather improperly dressed; however, illnesses are not caused by temperature. Instead, they are caused by germs. So, while shivering outside in the cold probably won't strengthen your immune system, you're more likely to contract an illness indoors because you have a greater exposure to germs.*

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118

118

### Compare and Contrast

Comparison of more than one thing – displaying similarities and differences

Both positive and negative traits can be included

Fiction and Nonfiction


**Key Words**

alike	also	both	comparable
even	in common	just as	similar
although	but	despite	difference
however	instead	otherwise	unlike

119

119

### Practice




Apples and oranges are well-loved fruits, which means they have seeds inside of them. Each has a skin, but orange skins are thick and easier to peel. However, apple skins are thinner and do not peel easily. You will need to use a knife. Oranges also contain more acid than apples, but both fruits are delicious. Can you think of another fruit with similar qualities?

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120

120



## Problem Solution

Can Use Other Text Structures:

<b>Description</b>
Description of the problem
<b>Sequential Order</b>
Specific steps to the solution
<b>Cause &amp; Effect</b>
Explain reasons for the problem to form solution
<b>Compare/Contrast</b>
Identify possible ways to solve the problem

**Most Complex of All Structures**

**Two Components:**  
 Identify problem  
 Conclude with solution

121

121

## Comprehension Breakdown

**Comprehension Level**

- Sentence Level
- Paragraph Level
- Page Level

**Text Type**

- **Controlled text:**  
\*Most words are decodable  
\*Some sight words
- **Leveled text:**  
\*Read with 90% or higher accuracy level

122

122

## Comprehension Breakdown

### How can we teach to comprehension?


123

123



- Genre (NF – gives info)
- Structure (Descriptive)
- Background Knowledge

Read the 1st paragraph to find out a rattlesnake's habitat.

Read the 2nd paragraph to find out how snakes are both prey and predators.

Read the 3rd paragraph to find out how rattlesnakes are dangerous.

Read the passage to describe at least 3 pieces of information about rattlesnakes. RL.1


Rattlesnakes


North America is home to a lot of rattlesnakes. They often live in the desert or grasslands. They enjoy hiding beneath rocks and basking in the sun during the day. They are most active in warmer temperatures.

The rattlesnake actively hunts rodents, insects, and lizards at dawn and dusk. However, rattlesnakes are prey to hawks, coyotes, foxes, and other larger predators.

Rattlesnakes are often dangerous, and some of them can attack animals, and us as well. Rattlesnakes are vipers, meaning they use venom! Their bite can be deadly. Rattlesnakes can be easily recognized by the rattle on their tail.

If you see a rattlesnake, stay away!

124






124

Standards:  
 RI 3.2, 4.2, 5.2, 6.2  
 RI K.3, 1.3, 2.3, 3.3

## Summary and Connections

**Summary:** (Using annotating marks) Rattlesnakes live in North America. They can be both predators and prey. They are dangerous due to their venom, but they are easily recognized by their rattling tail. So, people should STAY AWAY!

**Connections:** A self to text connection is that I live in a warm area where rattlesnakes are common. When I go to Girl Scout Camp, my friends and I should be very careful not to step on a rattlesnake when going to the bathroom or the lake!

125

125

- Genre -F Poetry
- Structure –stanzas, description
- Background Knowledge

## The Summer Storm

Written By: Jeremy Hermanson

Read the first stanza to find out the time of year the poem takes place.

Read the second stanza to find out where the character of the poem finds safety.

Read the third stanza to find out the problem.

Read the 4th and 5th stanza to find the solution.

Read to find out the theme of the poem and two pieces of evidence to support the theme. RL 4.2, 5.2, 6.2

On a summer day  
a hushed, scented breeze wafts by  
prelude to the storm. 3

Trees begin to creak  
shifted by winds of the storm.  
The oak shelters us. 6

Thunder quakes the Earth.  
Lightning illuminates us.  
The heavens burst forth. 9


The shelter give way.  
Our outing together ends.  
We hurry back home. 12

A fire warms us.  
Rain rattles the window panes.  
We are together. 15

The storm passes by  
leaving a rainbow behind.  
We smile at the beauty. 18

126

126



RI 3.2, 4.2, 5.2, 6.2  
 RI K.3, 1.3, 2.3, 3.3

### Summary and Connection

- **Summary:** A warm summer day begins with the poet hearing the sounds of an imminent storm as it rolls into the setting. The poet seeks shelter under an oak tree and the thunderstorm breaks free. The poet and company takes shelter indoors with the fire to warm them. At last, a rainbow signals an end to the storm.
- **Connection:** One connection I can make to the text is that every summer I go to my grandparents' cabin where there is a huge oak tree. One time my cousins and I got caught in the rain while roasting our marshmallows. But, thankfully, my grandpa had a fire waiting in the cabin for us when we all ran inside soaking wet.

127

127

### **A Forever Brother**

**Preview Words:**

announce	adopt	social worker
people	patient	important
delicious	finalize	forever

**Purpose:**

Decoding	Vocabulary	Prediction
Fluency	Prior and Background Knowledge	

128

128

#### A Forever Brother (1)

I am excited to announce that my little sister, Kristy, and I are getting a new baby brother. My parents love me and my sister so much that they wanted to share our family's love. They said that we are going to adopt a little boy. He's going to be part of our family forever!

We are going to teach our new brother lots of important information.

129

129

#### A Forever Brother (2)

Mom will teach him how to make her delicious chicken and dumplings. Dad will help him learn math. Kristy and I will show our new brother how to climb trees, ride his bike, and swim.

Mom and Dad said that we have to be very patient while we get everything ready for our little brother to come live with us. A special helper called a social worker will come to our house to make sure that it looks cozy and safe. The social worker will make sure that our

130

130

#### A Forever Brother (3)

family is all healthy so that we will not make my new brother sick. The social worker will also check in with people that know us. She will find out if we are kind and loving. There are so many things to do before our new brother can come! It is very hard for us to be patient. We are ready!

Finally, the big day is here! We get to bring him home with us. Dad names him Steven. He is a happy baby with milk chocolate eyes and the cutest curly hair.

131

131

#### A Forever Brother (4-ending)

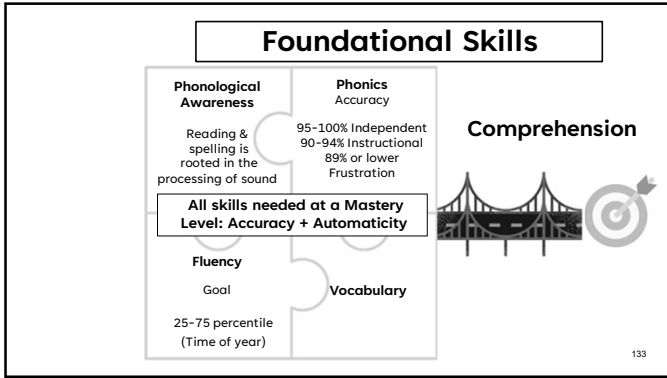
Kristy and I love to hold Steven and help take care of him. My parents say that we are great babysitters.

Steven stays with us for six months. He keeps growing and growing. We keep loving him more and more!

Finally, we go to see the judge to finalize his adoption. Now, Steven is always going to be my forever brother!

132

132



133

“Evidence to guide our practices is **stronger than it has ever been**.

This we know: **reading failure can be prevented** in all but a small percentage of children with serious learning disorders. It is possible to teach most students how to read if we start early and follow the significant body of research showing which practices are most effective.

Students living in poverty, students of color, and students who are eligible for remedial services can become competent readers—at any age. Persistent “gaps” between more advantaged and less advantaged students can be narrowed and even closed.

Fundamentally, these gaps are the result of differences in students’ **opportunities to learn—not their learning abilities**.

Although educators have long understood the importance of literacy, teaching children to read is very complex.

The tragedy here is that **most reading failure is unnecessary.**” (Moats, 2020)

134

134

“Language comprehension, the other essential domain that underlies reading comprehension, depends on background knowledge, vocabulary, ability to decipher formal and complex sentence patterns, and recognition of the devices that **hold a text together**.

.....language comprehension is facilitated by metacognitive skills such as monitoring whether reading is making sense and choosing to act if it does not. The language comprehension factor in overall reading achievement becomes **more and more important** from about **fourth grade onward**.

Some children learn language concepts and their application very easily in spite of incidental teaching, but **others never learn unless they are taught in an organized, systematic, efficient way by a knowledgeable teacher using a well-designed instructional approach.**” (Moats, 2020)

135

135

### Examples of Knowledge of Language Structures

Selected Concept and Skill	Ideas for Application to Instruction
<b>1. Phonetics and Phonology</b> Phonetics is the study of speech sounds including articulation and how they are perceived without prior knowledge of the language, while <b>phonology</b> is the cognitive aspect of sound structures and sound patterns.	
<b>2. Phonemic Awareness</b> Producing speech sounds accurately during reading, vocabulary, and spelling instruction. This also includes identifying, matching, and selecting appropriate examples of words containing specific phonemes.	
<b>3. Morphology</b> Describes how words are formed from morphemes which are the smallest units of meaning in words, ultimately aiding in all areas of reading and spelling.	

136

136

### Examples of Knowledge of Language Structures

Selected Concept and Skill	Ideas for Application to Instruction
<b>4. Orthography</b> Understanding that letters and letter combinations (graphemes) represent sounds but are not the same as sounds.	
<b>5. Semantics</b> The meaning of a word, phrase, sentence or text.	
<b>6. Syntax and Text Structure</b> <b>Syntax</b> is how words are arranged to form correct sentences including pronouns, connecting words, and paragraph organization which develops <b>text structure</b> which is connecting text and can be represented with graphic organizers.	

137

137

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138

138

