



WEBINAR

The Science of Reading
for leaders: Helping
your teachers shift
instructional practice

nwea



Today's webinar

- + 45 minutes + Q&A
- + Listen-only mode
- + Submit questions via the chat box
- + Recorded and shareable
- + Short survey



Our presenters



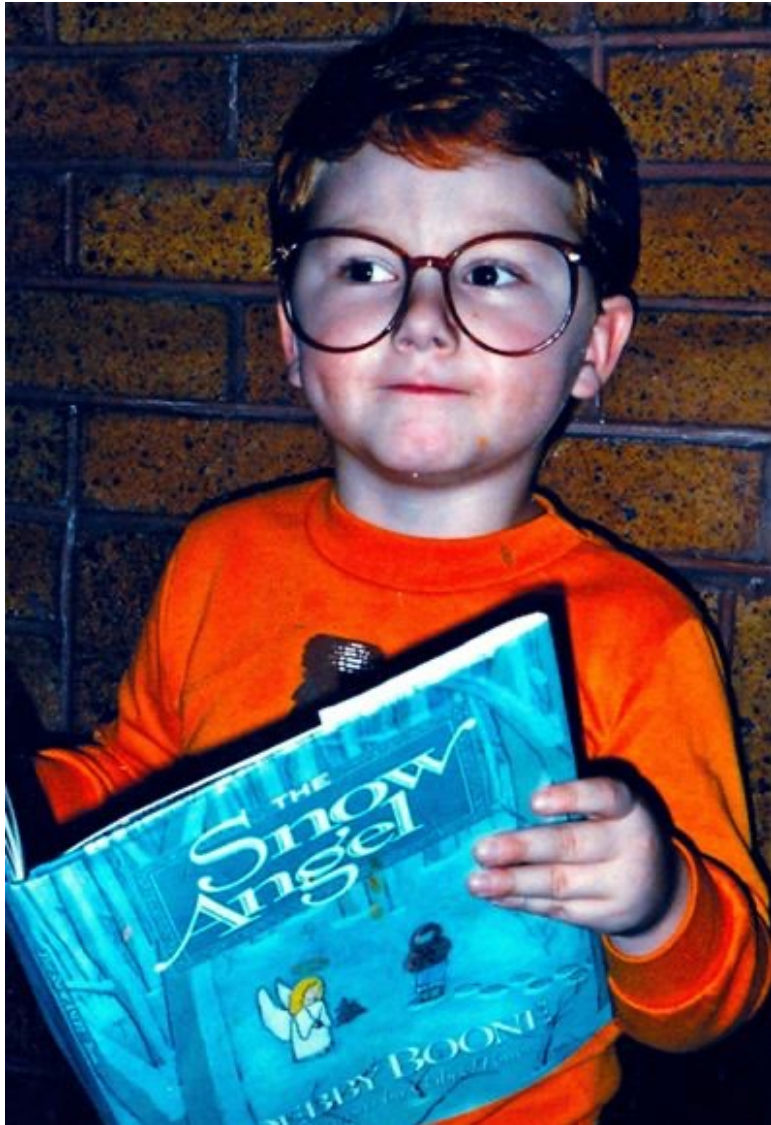
John Luke Bell

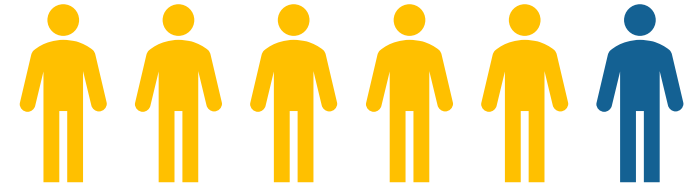


Dr. Cindy Jiban

Why literacy, why now?







Approximately

52 million

adults in the United States lack basic literacy skills.*

Science of reading stories are abundant



“A Popular Program for Teaching Kids to Read Just Took Another Hit”

Emily Hanford and Christopher Peak, *All Things Considered*, National Public Radio, May 5, 2022

“Why Putting the ‘Science of Reading’ Into Practice Is So Challenging”

Sarah Schwartz, *Education Week*, July 20, 2022

“Inside the Massive Effort to Change the Way Kids Are Taught to Read”

Belinda Luscombe, *Time*, August 11, 2022

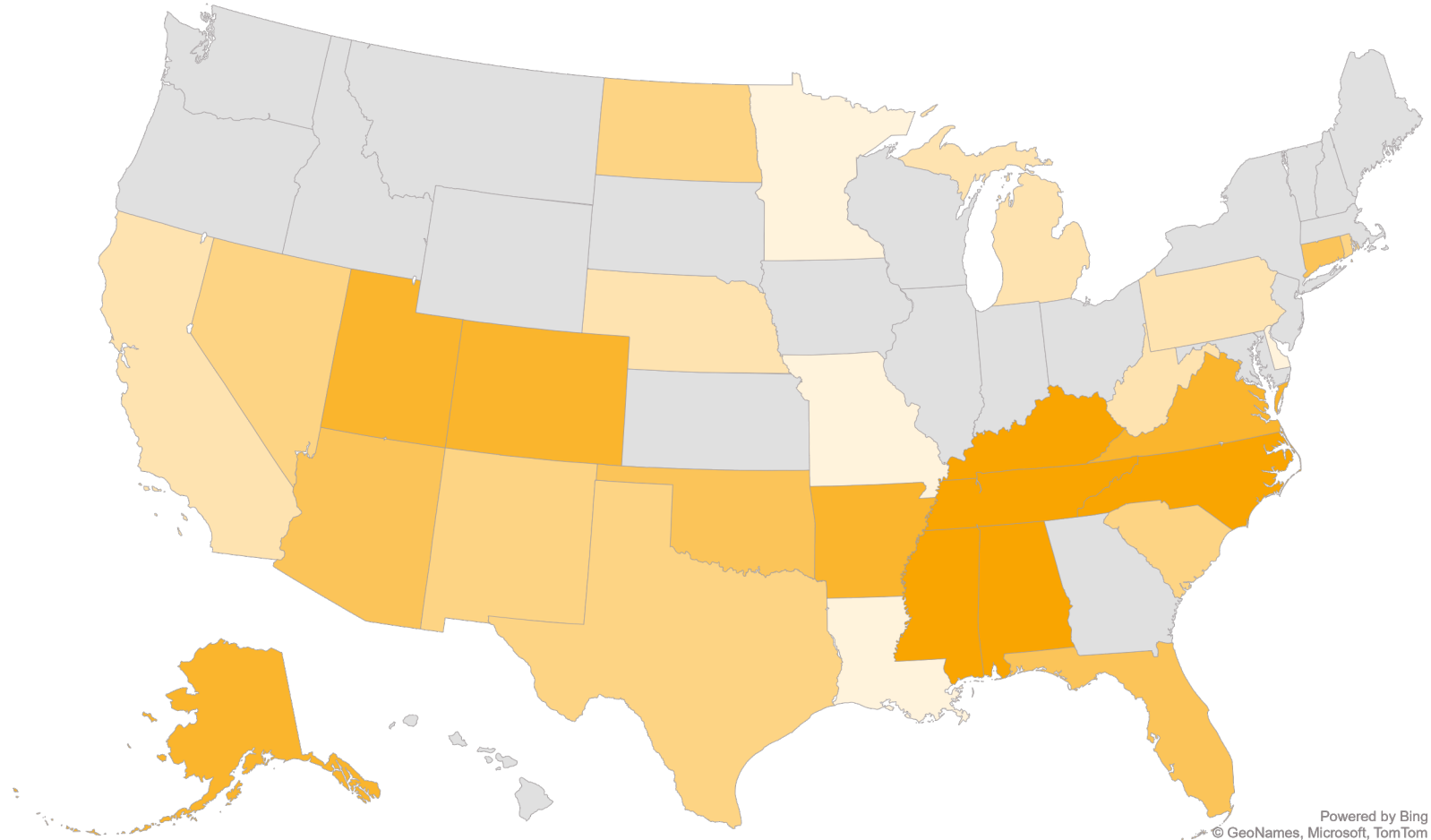
“The Rise and Fall of Vibes-Based Literacy”

Jessica Winter, *The New Yorker*, September 1, 2022

“Sounding Out a Better Way to Teach Reading”

Bella DiMarco, *The New York Times*, October 6, 2022

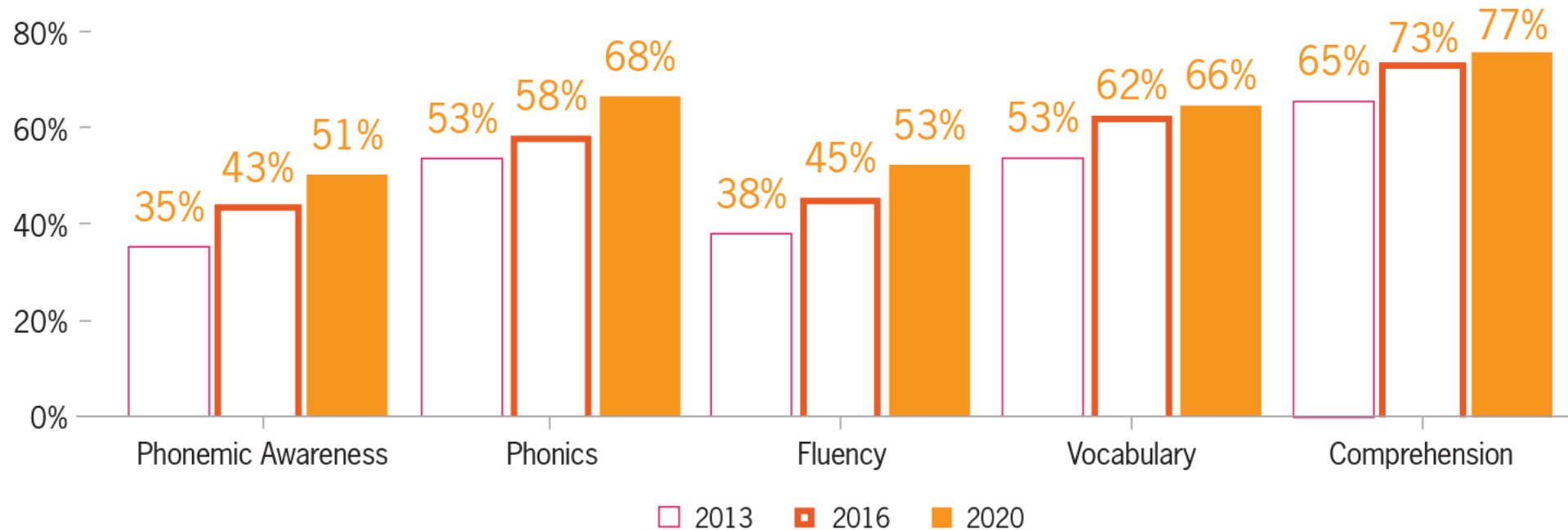
Science of reading legislation is growing



Number of categories included in science of reading legislation 1 6

US teacher prep programs are responding

Traditional program coverage of each of the five reading components, 2013-2020



NOTE: The data shown here for 2013 include both the original 594 programs published in 2013 and the additional 275 programs reported in 2014, for a total of 869 programs. All of the data for those two releases were collected between 2011 and 2014. The 2016 data represent data on 1,011 programs collected between 2015 and 2016, but were again published in two releases (undergraduate elementary in 2016 and graduate elementary in 2018). Data for the 2020 release for 1,047 programs were collected in 2018 and 2019.

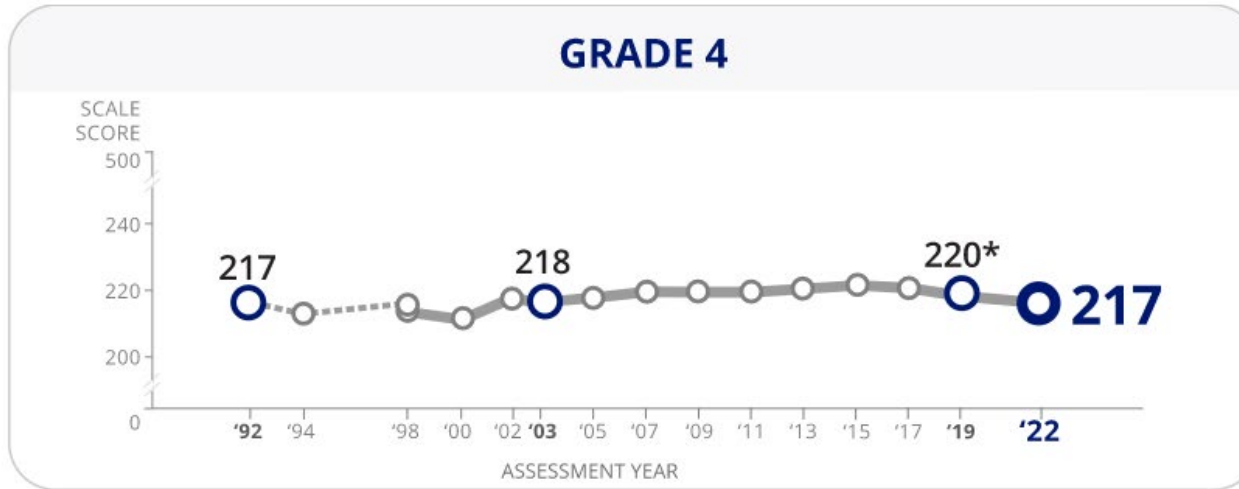
What stories might our schools tell?

“Dear parents

We use an approach to reading instruction that only works for some students. We’re sorry to inform you that your son or daughter won’t become a proficient reader. We imagine this is going to cause you and them considerable grief and will cast a long, dark shadow over their futures—academically, vocationally and for their mental health. We don’t intend to do much of any substance about this, but now you’re aware of it, it’s basically your responsibility.”



Reading outcomes in US schools (2022)



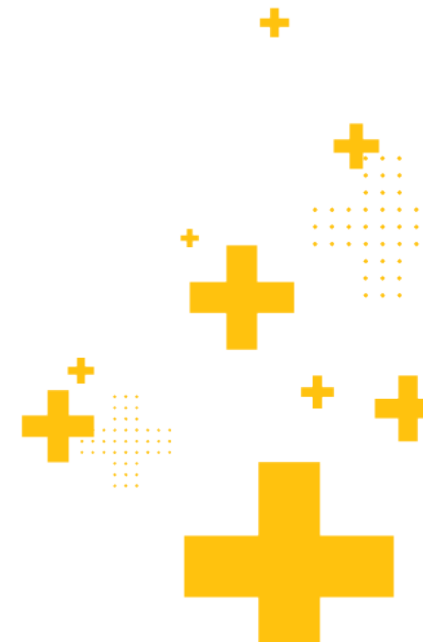
◊ No significant score change compared to 1992

↓ **3pts** compared to 2019



◊ No significant score change compared to 1992

↓ **3pts** compared to 2019



Let's talk responsibility

“Educators have a professional ethical responsibility to improve throughout their careers.” — Learning Forward

- + What's our responsibility to our students?
- + What's our responsibility to our teachers?
- + What's our responsibility to our communities?



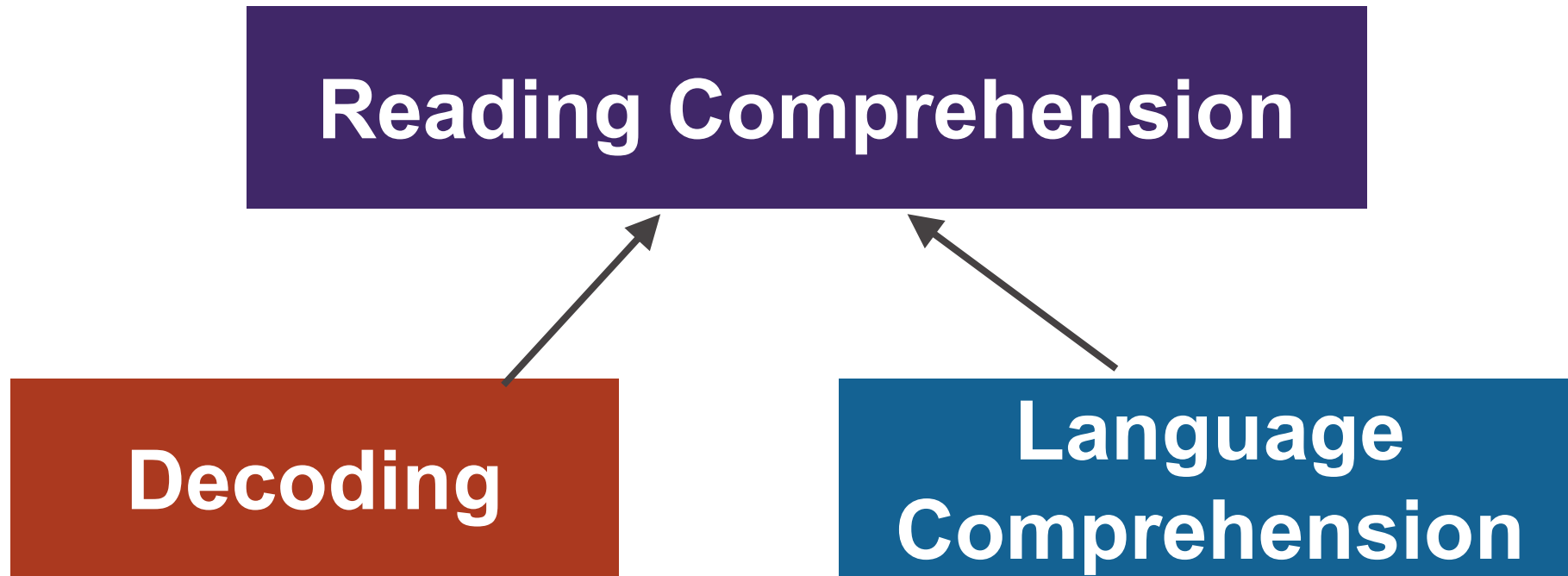
What is the science of reading?



*The science of reading is the **converging evidence** of **what matters** and **what works** in literacy instruction, organized around **models** that describe **how and why**.*

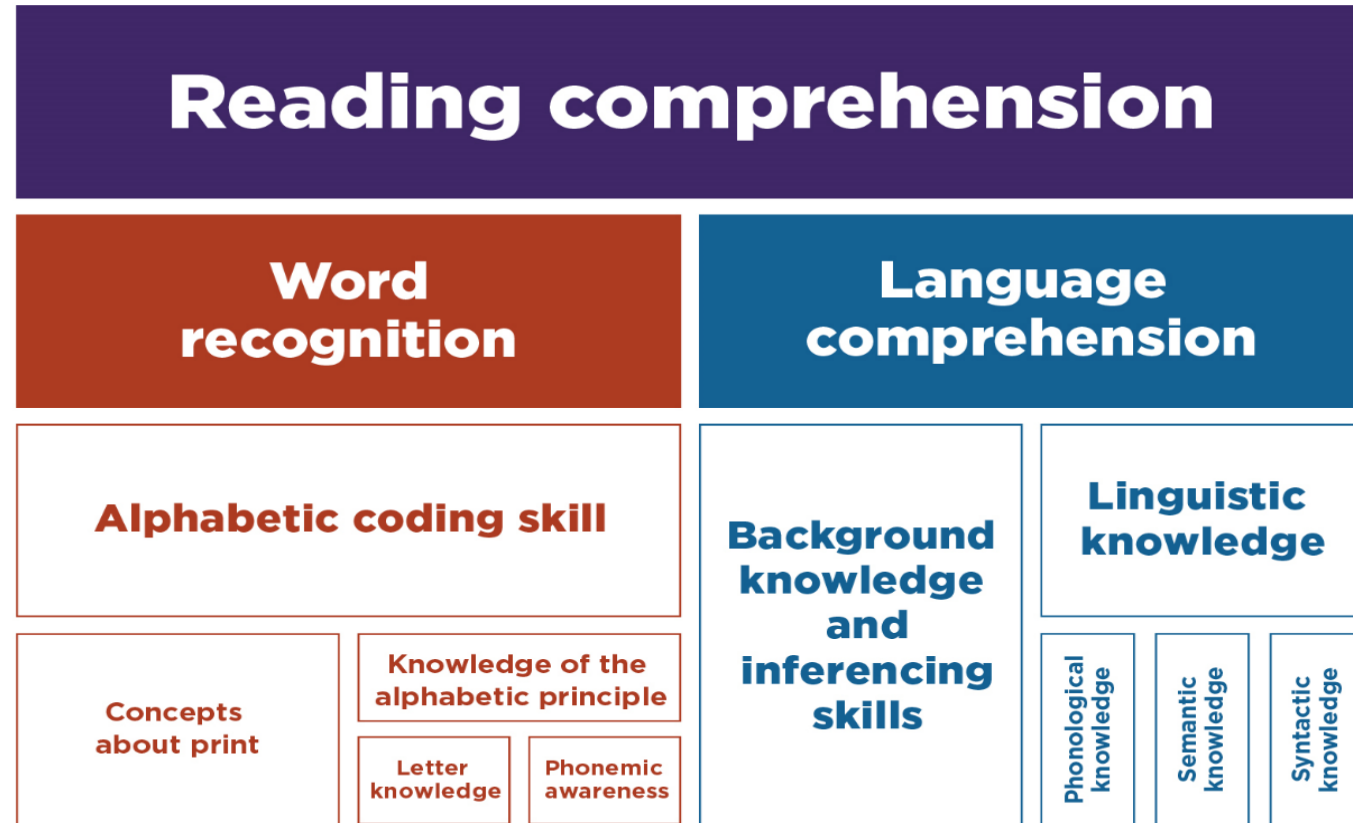
Let's start with a model: what matters for learning to read, and why?

The Simple View of Reading *(Gough & Tunmer, 1986)*



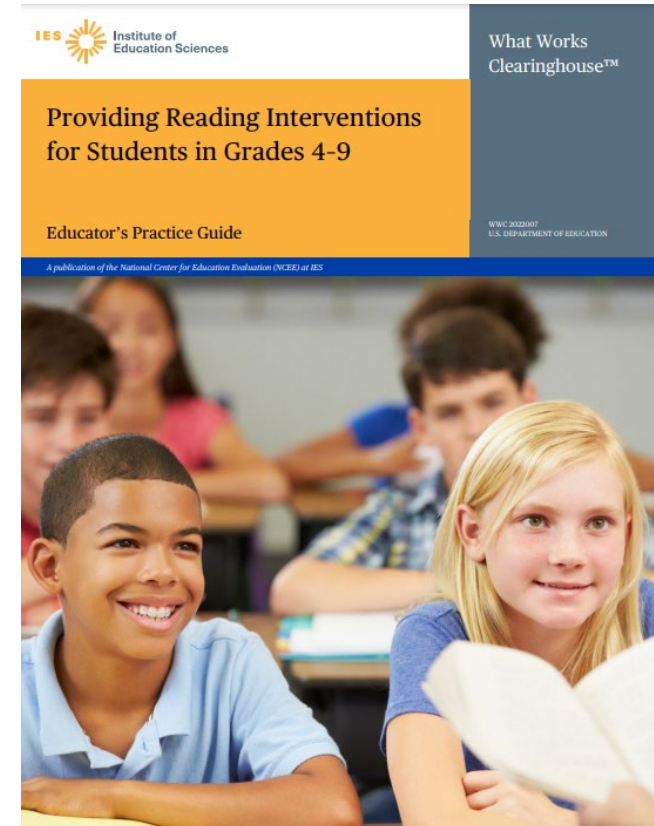
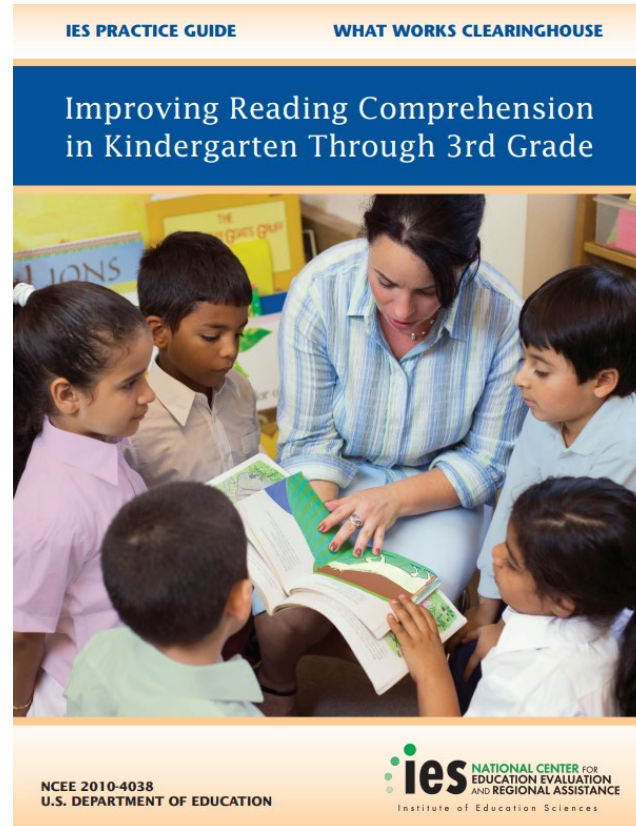
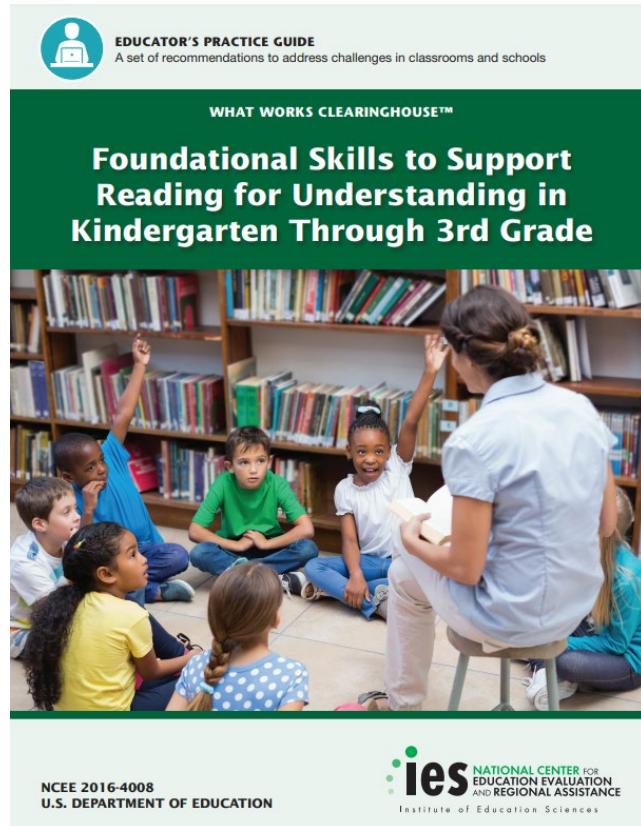
$$RC = D \times LC$$

Finding what works means zooming in



Hoover, W. A., & Tunmer, W. E. (2020). *The cognitive foundations of reading and its acquisition*. Springer International Publishing.

Converging evidence: trusted distillations



What should I watch & listen for?

Decoding / Word Recognition:

- + **Sounds within words:** isolating them, connecting them to letters & letter patterns
- + Teachers can point to where they are in a **scope & sequence** of phonics instruction
- + Students can point in a **connected text** to a **phonics pattern** taught this week

What should I watch & listen for?

Language Comprehension

- + **Rich, complex texts** everyday for all: interactive read-alouds; student reading is scaffolded
- + High-quality **language interactions**: teacher-student and supported peer-to-peer
- + Students can share new **knowledge and vocabulary** learned this week

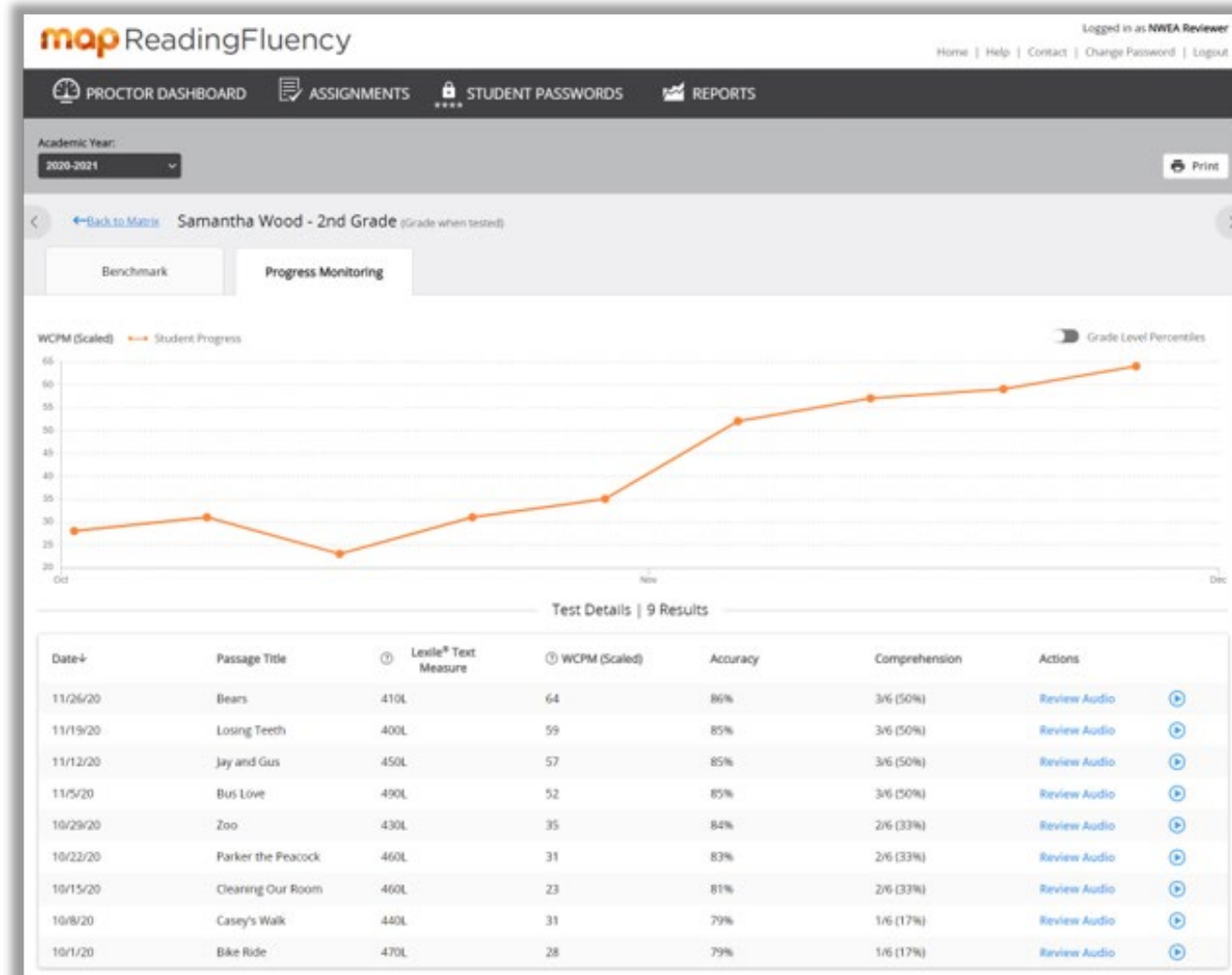
Is “what works” working?

- + Implement what works...
- + ...then check whether it's working
 - Kids and contexts differ
 - Teaching is art
- + What's not working well enough needs a **CHANGE**
- + Data-based decision-making is **DOING** the science of reading

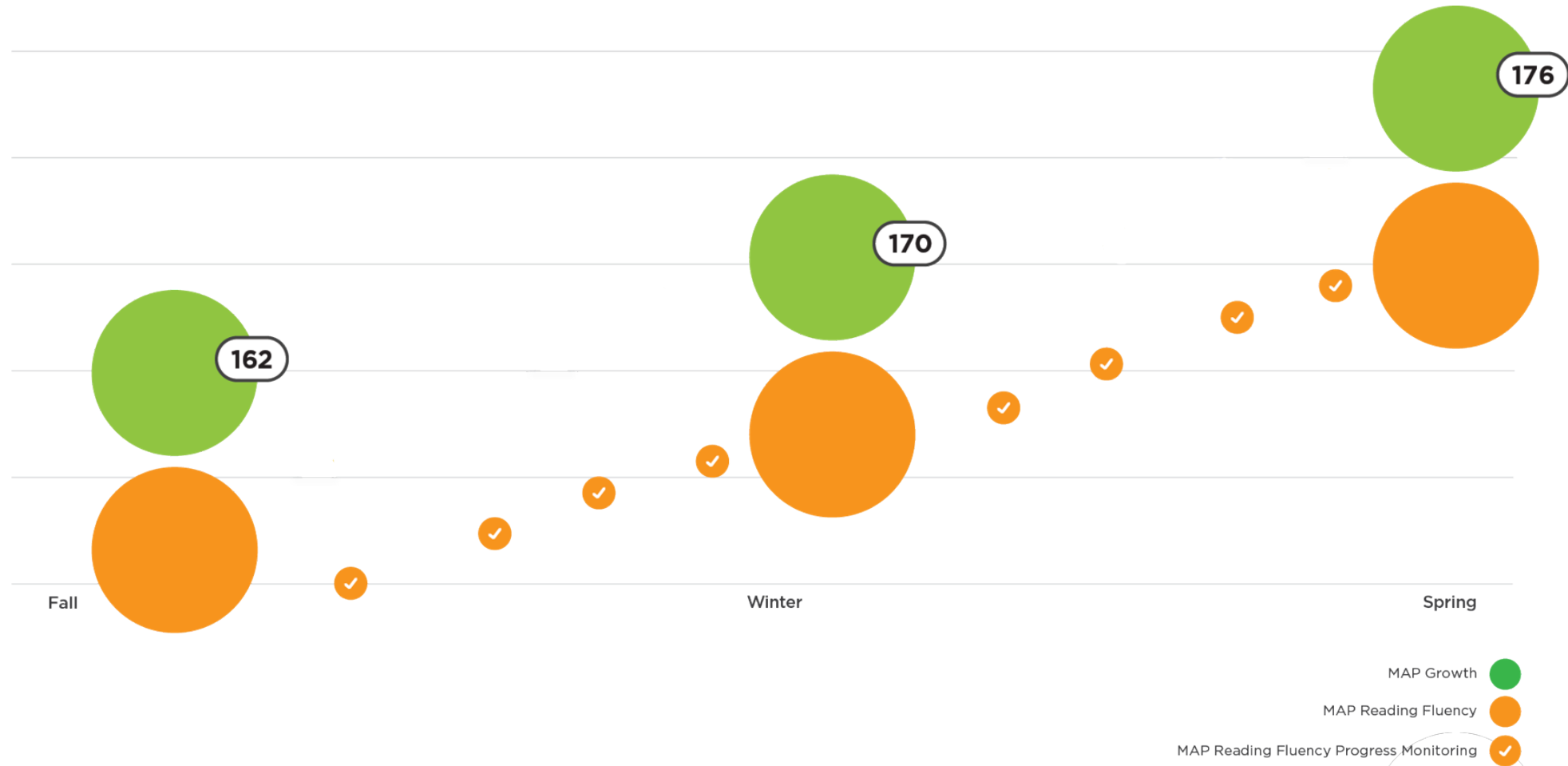


Progress monitoring: is intervention working?

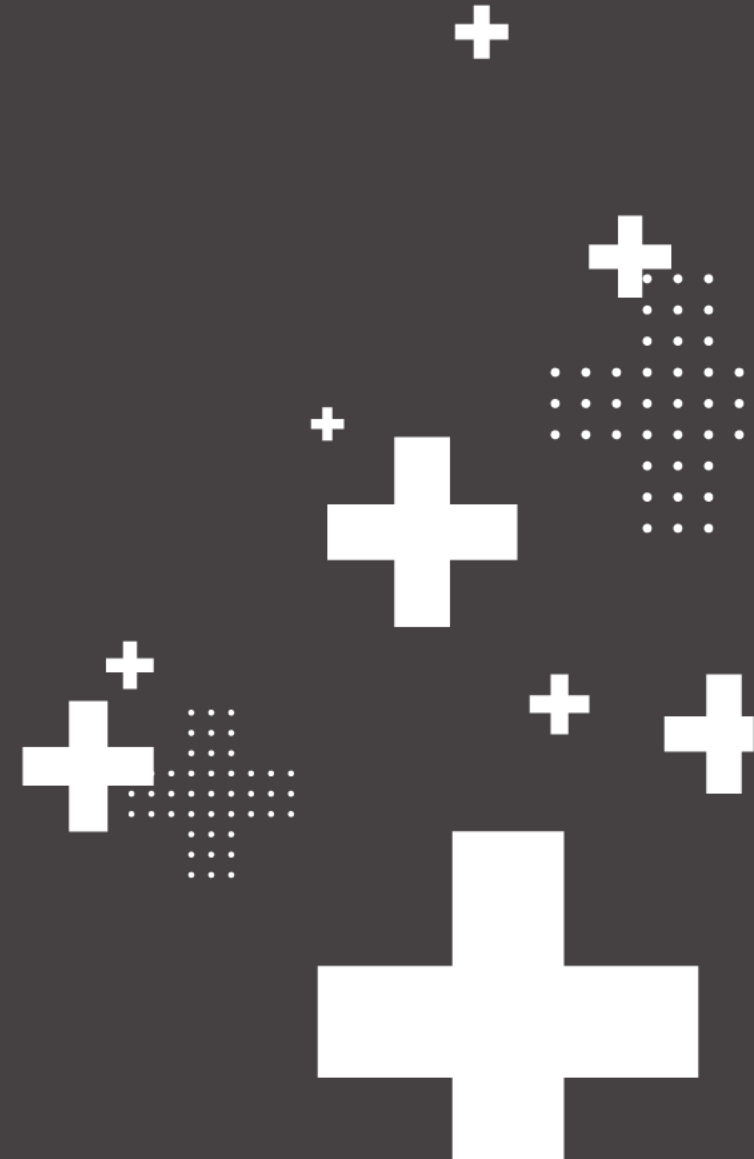
- + MAP Reading Fluency:
 - Oral Reading Fluency
 - Phonics & Word Recognition
 - Phonological Awareness
- + Ambitious goals to close gaps
- + Is growth toward goal steep enough?



Monitoring growth with multiple measures



Where do we go from here?



This is tough work

How do we engage with and discuss the science of reading while honoring teachers' current practices?



How do you find balance?

01

Curricula and
policy
demands

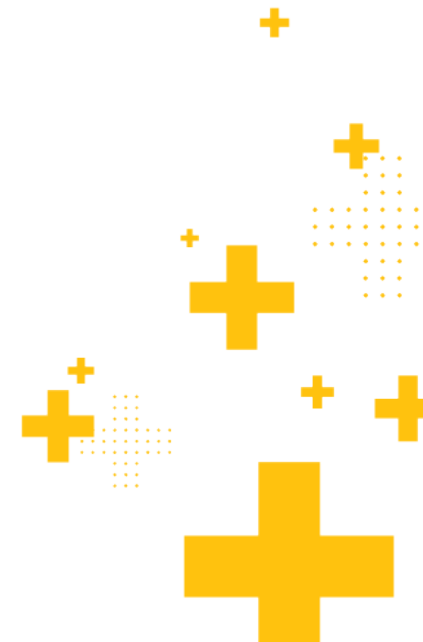
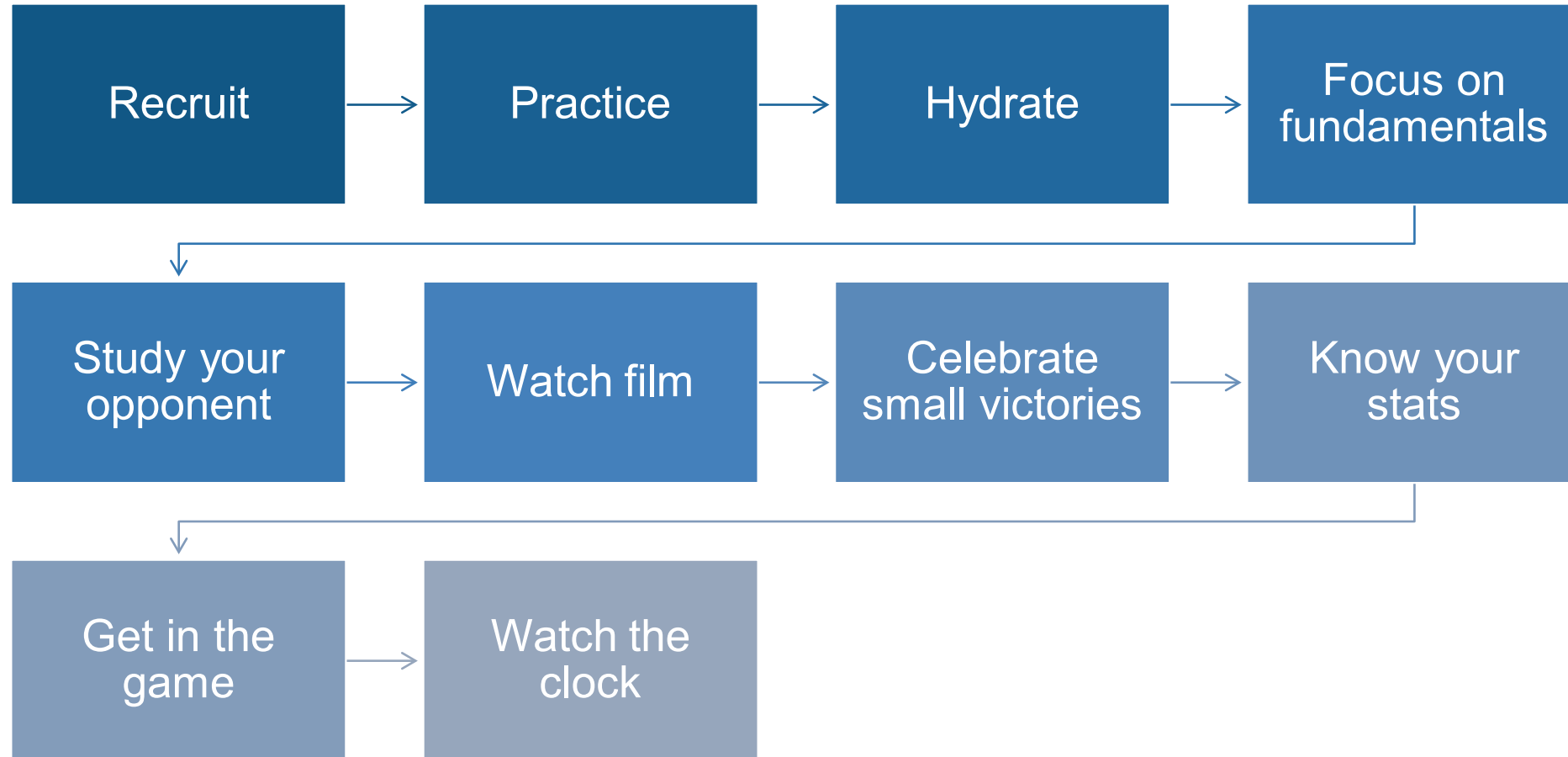
02

Promising
instructional
practices

03

Individual
student
needs

Developing an improvement mindset



Five improvement essentials

- + Our schools need:
 - Ambitious instruction
 - Collaborative teachers
 - Effective leaders
 - Involved families
 - Supportive environments

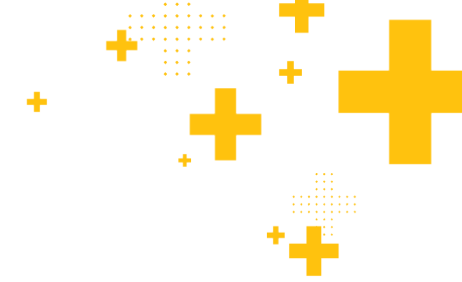


It's time to focus

- + **“Implement fast, learn slow, and burn goodwill as you go” — Anthony Bryk**
- + Responsive teaching and learning is not just for kids.
- + Teachers need clarity, community, and culture.



Changing classroom practices



“To build the highest level of skill,” learn new instructional techniques, and ultimately change classroom practices, Bruce Joyce and Beverly Showers identified three baseline commitments to promote transfer of pedagogical skills of average difficulty:

20–30 hours to study theory of the new teaching model

15–20 demonstrations of the model with diverse learners

10–15 practice sessions with colleagues and small groups of students

Here's the good news

For students

- + When we learn to read, we can learn to love reading.

For schools

- + Teachers bring the science of reading to life.

For our future

- + We can change the stories our students tell about learning to read.

Partnering to help all kids learn to read



MAP Reading Fluency

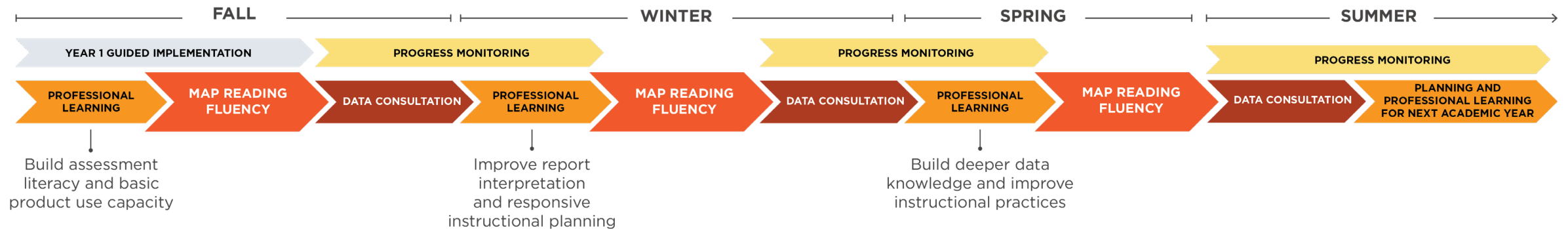
- Data for instruction
- Progressions
- Instructional links

		Phonics/Word Recognition Kindergarten				Hide Students and Resources ^
		← Below		Spring Expectation	Above →	
		Level 1 and Below Letters & Sounds	Level 2 Letters in Words	Level 3 Decodable: CVC	Level 4 and Above Decodable: One-syllable	
ZPD	At Level 1	<ul style="list-style-type: none"> • Morris, Christopher • Gibson, Alberta • Hall, Janet • Guinn, Fred • Russell, Walter • Patterson, Wayne • Flowers, Grace 	<ul style="list-style-type: none"> • Baker, Sonya • Crews, Alaine • Craig, Angel • Parker, Hazel • Walton, Maryann • Fisher, Floyd • Gonzalez, Geraldine • Barnes, Sandra 	<ul style="list-style-type: none"> • Coleman, Peter 	At Level 4	
	Below Level 1	<ul style="list-style-type: none"> • Clark, Phillip • Johnson, Roger • Foster, Ann • Gilchrist, Charis • Cox, Bobby • Clark, Albert • Brooks, Kelly • Carr, Geoffrey • Free, Sudie • Ross, Shawn • Butler, Joseph • Adkins, Nadine • Jenkins, Edward 			Above Level 4	
STUDENTS						
INSTRUCTIONAL RESOURCES	In Class Activities	Lettercritter Photo Chart	Change-A-Word Letter-Sound Train	Vowel Stars Three-In-One	At level 4 Canned Sort Vowel Slide	
					In Class Activities Above Level 4 (Multisyllabic) Compound Word Puzzle Syllable Scoops	

Early Literacy Solution

Actionable data to support every students reading journey

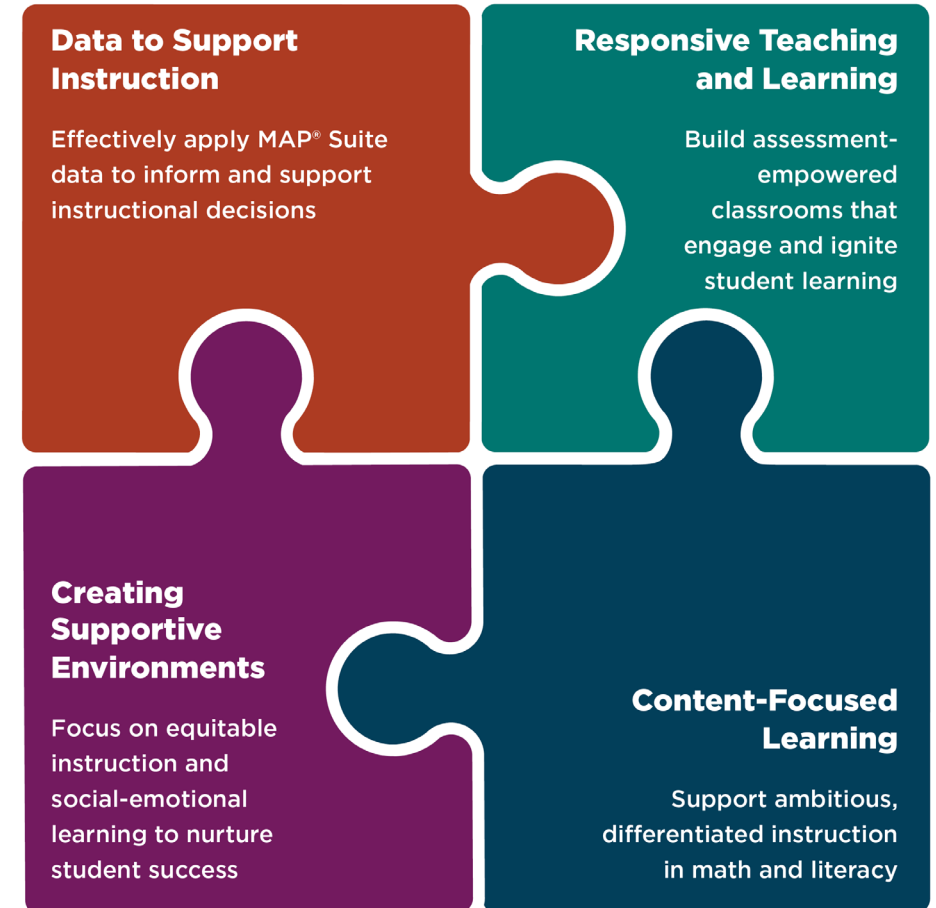
map Reading Fluency



Let's grow together

“In a research-poor context, isolated experience replaces professional knowledge as the dominant influence on how teachers teach”

— Mike Schmoker



Early Word Recognition Parts 1 and 2

Invest in professional learning for ambitious and equitable instruction

- + Aligned with the foundational research
- + Updated with emerging evidence
- + Designed to support tomorrow's instruction

Engage in rich learning experiences as a professional community

- + Embedded examples and case studies
- + Demonstration, microteaching, and planning cycles
- + Student work analysis

Sustain the work with educative tools for teachers and leaders

- + Aligned **lesson planning tool** for efficient and explicit systematic phonics
- + Educative **learning walk tool** for coaching and implementation

Teachers: The lesson plan tool

Early Word Recognition Lesson Plan

TASK	MIN.	INSTRUCTIONAL NOTES
<p>Review</p> <p>Review previously learned skills using visual and auditory drills.</p>	2	<p>Record <u>previously learned</u> letters (or letter combinations) and <u>previously learned</u> sounds that students should review prior to the new skill introduction.</p> <p>Graphemes: _____</p> <p>Phonemes: _____</p> <p>Notes: _____</p>
<p>New skill introduction</p> <p>Model the relationship between a grapheme (e.g., i) and a phoneme (e.g., /i/).</p>	2	<p>Record the <u>new</u> letter (or letter combination) and the <u>new</u> sound that you will introduce in this lesson.</p> <p>Grapheme: _____</p> <p>Phoneme: _____</p> <p>Example words: _____</p> <p>Notes: _____</p>
<p>Spelling and word chaining</p> <p>Lead an activity that helps students to connect the sounds in words with letter-sound relationships.</p>	4	<p>Word chain</p> <p>_____</p> <p>Notes: _____</p>
<p>Decoding</p> <p>Have students practice decoding words. Use word lists with new and previously learned skills.</p>	3	<p>List of new words</p> <p>_____</p> <p>List of review words</p> <p>_____</p> <p>Notes: _____</p>
<p>Irregular words</p> <p>Have students practice reading, speaking, and spelling words with irregular parts. Review familiar words first, and then introduce new words from the connected text.</p>	3	<p>List of review words</p> <p>_____</p> <p>List of new words</p> <p>_____</p> <p>Notes: _____</p>
<p>Connected text</p> <p>Have students practice decoding in context by reading a connected text.</p>	6	<p>Title: _____</p> <p>Text-dependent comprehension questions</p> <p>_____</p>

Leaders: The learning walk tool

Early Word Recognition Learning Walk Tool

The Early Word Recognition Learning Walk Tool is a companion for the [Early Word Recognition Lesson Plan Tool](#) and is intended to support the teaching and learning shifts educators make to provide equitable and excellent education for all students. We encourage educators to partner with their colleagues, coaches, and school leaders and use this learning walk tool to identify trends at the classroom, school, and district levels. Consider this tool a starting place for understanding students' opportunities to learn.

Educator: Partner:

Date: Time: Lesson Structure: Whole group Small group

For details on grouping best practices, read [NWEA guidance for student grouping](#).

OVERVIEW	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Organization	<input type="text"/> Total minutes observed <input type="text"/> Minutes of explicit instruction	<input type="checkbox"/> Opportunities to respond as a class <input type="checkbox"/> Opportunities to respond individually
Alignment	<input type="checkbox"/> Skills align to scope and sequence.	<input type="checkbox"/> Skills reflect individual student needs.
Materials	Materials: <input type="checkbox"/> Effective <input type="checkbox"/> Engaging <input type="checkbox"/> Equitable <input type="checkbox"/> Materials align to the targeted skills. <input type="checkbox"/> Materials reflect grade-level standards.	Text title: <input type="text"/> <input type="checkbox"/> Text is decodable (not predictable). <input type="checkbox"/> Materials are easily accessible.

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Review <input type="text"/> minutes	Previously learned skills reviewed: <input type="text"/> <input type="checkbox"/> Educator models previously learned skills. <input type="checkbox"/> Pacing is brisk and engaging.	<input type="checkbox"/> Focus is on skills still in development. <input type="checkbox"/> Students practice previously learned skills. <input type="checkbox"/> Students receive corrective, positive feedback.
New skill introduction <input type="text"/> minutes	New skill introduced: <input type="text"/> <input type="checkbox"/> Articulation is accurate and clear.	<input type="checkbox"/> Expectations are clear and consistent. <input type="checkbox"/> Students' funds of knowledge are included.

Professional Learning for Literacy

Getting the most out of MAP Reading Fluency

- + **MAP Reading Fluency Suite**
 - MAP Reading Fluency Basics
 - MAP Reading Fluency Essential Reports
 - MAP Reading Fluency Informing Instruction

Enhance literacy content knowledge and strengthen literacy pedagogical practice

- + **Responsive Literacy Practices Suite**
 - Guided by the Shifts: Literacy
 - Understanding How Students Learn to Read Parts 1 and 2
 - Early Word Recognition Parts 1 and 2
 - Building Fluent Readers Parts 1 and 2

Upcoming Workshop

- + **Responsive Literacy Practices:
Early Word Recognition Part 1 and 2**
- + Two part virtual workshop:
 - February 7th
 - March 7th
- + Still time to register!





Questions?

Thank you!



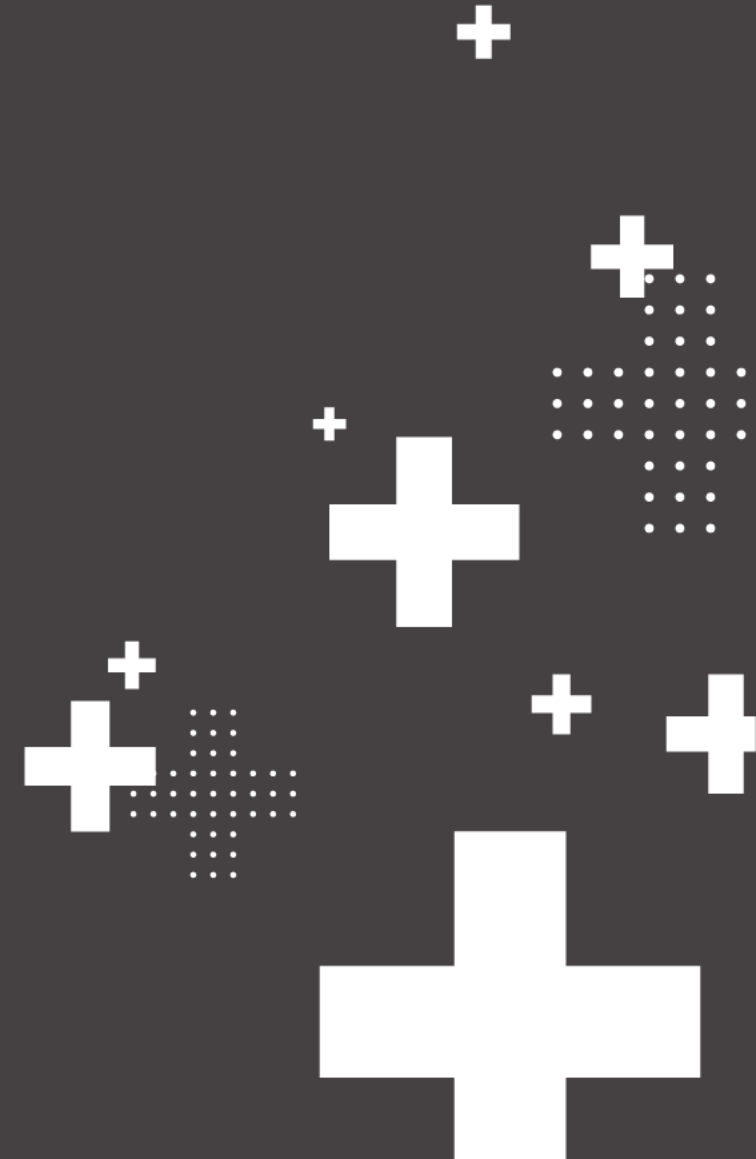
On-demand



Slides



Survey



Resources

- + [MAP Reading Fluency web page](#)
- + [MAP Reading Fluency resources](#)
- + [NWEA Literacy Content Professional Learning webpage](#)
- + [Everything you need to know about the science of reading ebook](#)
- + [NWEA School Improvement – The 5 Essentials Fact Sheet](#)

- + IES What Works Clearinghouse website: <https://ies.ed.gov/ncee/wwc/practiceguides>

- + NWEA Early Word Recognition Lesson Plan Tool: **PDF included on following pages**
- + NWEA Early Word Recognition Learning Walk Tool: **PDF included on following pages**

- + [Request NWEA follow up contact](#)



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what's possible**[®]



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Educator:

Partner:

Date:

Time:

Lesson Structure:

Whole group

Small group

For details on grouping best practices, read [NWEA guidance for student grouping](#).

OVERVIEW	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Organization	Total minutes observed Minutes of explicit instruction	Opportunities to respond as a class Opportunities to respond individually
Alignment	Skills align to scope and sequence.	Skills reflect individual student needs.
Materials	Materials: Effective Engaging Equitable Materials align to the targeted skills. Materials reflect grade-level standards.	Text title: Text is decodable (not predictable). Materials are easily accessible.

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Review minutes	Previously learned skills reviewed: Educator models previously learned skills. Pacing is brisk and engaging.	Focus is on skills still in development. Students practice previously learned skills. Students receive corrective, positive feedback.
New skill introduction minutes	New skill introduced: Articulation is accurate and clear. Routines focus on individual sounds.	Expectations are clear and consistent. Students' funds of knowledge are included.
Spelling and word chaining minutes	Educator identifies and models target skill. Sound-spelling connections are explicit.	Decoding and encoding are connected. Practice is immediate and integrated.
Decoding minutes	Educator gives prompt, targeted feedback. Educator intentionally sequences words.	Error correction focuses on orthographic or phonological knowledge.

FOCUS	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Irregular words minutes	Educator prioritizes knowledge of previously learned skills. Educator discusses irregularity on a continuum.	Irregular pattern practice is diagnostic. Word focus is at the grapheme-phoneme level.
Connected text minutes	Text builds word knowledge. Educator monitors and supports new skills. Educator checks for comprehension.	All students read text simultaneously. Students have ample opportunities to practice. Students refer to text when answering questions.
Partner reading minutes	Partnering is strategic, and roles are intentional. Educator provides focused monitoring and support.	Students have access to scaffolding as needed. All students engage in a text-based task to demonstrate comprehension.
Reflections on teaching and learning		

Learning walks are intended to be educative, not evaluative.

What questions do you have about what you observed in the lesson?

How might you share your observations and insights with the educator during a coaching conversation?

Keep

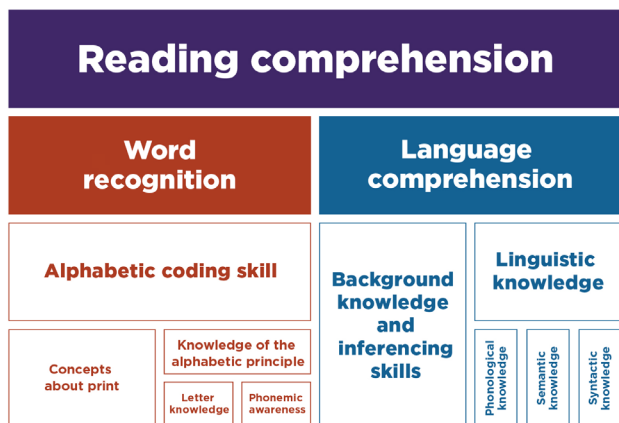
Start

Stop



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Early Word Recognition Lesson Plan Tool









Word recognition is a key building block for learning to read. Fast, accurate recognition of words allows readers to focus on making meaning from texts—the ultimate goal of reading. The Simple View of Reading¹ is based on the idea that Reading Comprehension is the product of Word Recognition and Language Comprehension ($RC = WR \times LC$).² A focus on early word recognition in kindergarten through second grade is informed by promising practices from the Science of Reading, including a sounds-first approach.³

Applying the Instructional Hierarchy for Early Word Recognition

The instructional hierarchy articulates the kinds of teaching and learning students need to develop accuracy and fluency with any new skill.⁴ Students who are developing early word recognition skills progress through the learning stages of Acquisition, Fluency, and Generalization, gaining proficiency in one stage as they advance to the next.

Use the instructional hierarchy framework to support students as they learn.⁵

INSTRUCTIONAL HIERARCHY			
STUDENT	 Acquisition - Accurate - Fluent	 Fluency + Accurate - Fluent	 Generalization + Accurate + Fluent
TEACHER	<ul style="list-style-type: none"> Modeling, think alouds, worked examples Blocked practice Detailed feedback Opportunities for support and reinforcement 	<ul style="list-style-type: none"> Consistent reinforcement Spaced practice Delayed feedback Opportunities for engagement and interaction 	<ul style="list-style-type: none"> Scaling back of scaffolds Interleaved practice Corrective feedback for problem solving Opportunities for independence 



Early Word Recognition Lesson Plan Template

It is important to combine several strategies for early word recognition to help students build the foundational skills they need to become fluent readers. The Early Word Recognition Lesson Plan template provides a framework for sequencing these strategies. It can be used to create new lessons or to organize and expand upon existing lessons from standards-aligned materials. The companion [Early Word Recognition Learning Walk Tool](#) can be used to extend and support a focus on early word recognition.

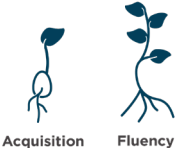
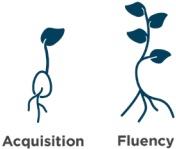
Early Word Recognition Lesson Plan

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<p>New skill introduction</p> <p>Model the relationship between a grapheme (e.g., i) and a phoneme (e.g., /i/).</p>	2	<p>Record the <u>new</u> letter (or letter combination) and the <u>new</u> sound that you will introduce in this lesson.</p> <p>Grapheme:</p> <p>Phoneme:</p> <p>Example words:</p> <p>Notes:</p>
<p>Spelling and word chaining</p> <p>Lead an activity that helps students to connect the sounds in words with letter-sound relationships.</p>	4	<p>Word chain</p> <p>Notes:</p>
<p>Decoding</p> <p>Have students practice decoding words. Use word lists with new and previously learned skills.</p>	3	<p>List of new words</p> <p>List of review words</p> <p>Notes:</p>
<p>Irregular words</p> <p>Have students practice reading, speaking, and spelling words with irregular parts. Review familiar words first, and then introduce new words from the connected text.</p>	3	<p>List of review words</p> <p>List of new words</p> <p>Notes:</p>
<p>Connected text</p> <p>Have students practice decoding in context by reading a connected text.</p>	6	<p>Title:</p> <p>Text-dependent comprehension questions</p> <p>Notes:</p>
<p>Total time</p>	20	<p>To build fluency and independence, follow this lesson with partner reading of the connected text.</p>



Early Word Recognition Lesson Plan (Sample)

TASK	MIN. INSTRUCTIONAL NOTES
<p>Review</p> <p>Tip: Model drills to reinforce grapheme-phoneme correspondences.</p>  <p>Fluency</p>	<p>2</p> <p>Graphemes: a, s, t, p, f, n, o, d, c, g, b, e</p> <p>Visual drill: Show the grapheme. Have students name the letter(s) and say the sound.</p> <p>Example: “When I show you a card, you say the sound.” (Show card for the letter <i>a</i>.) “The letter <i>a</i> spells the sound /ă/.”</p> <hr/> <p>Phonemes: /ă/, /k/, /h/, /r/, /w/, /j/</p> <p>Auditory drill: Say the phoneme. Have students say the sound and write the letter(s).</p> <p>Example: “When I say a sound, you write the letter or letters that spell that sound.” (Make the sound /ă/.) “The sound /ă/ is made by the letter <i>a</i>.”</p>
<p>New skill introduction</p> <p>Tip: Build on sounds shared across languages,⁶ such as sounds shared between Spanish and English.⁷ Ask students what words they know in languages other than English that include the new sound.</p>  <p>Acquisition</p>	<p>2</p> <p>Grapheme: <i>i</i> Phoneme: /ĩ/ (short <i>i</i>)</p> <p>Example words: kid, kit, bib, bin, fin</p> <p>Directions: Show example words with the letter <i>i</i>. Show articulation of the sound /ĩ/.⁸ Discuss and practice the sound /ĩ/.</p> <p>Example script</p> <p>TEACHER: Listen. (Reads example words.) What part of these words sounds the same?</p> <p>STUDENTS: The sound /ĩ/.</p> <p>TEACHER: Look. (Shows the list of words.) What part of these words looks the same?</p> <p>STUDENTS: The letter <i>i</i>.</p> <p>TEACHER: Yes. Our new sound spelling today is /ĩ/. The letter <i>i</i> spells the sound /ĩ/. (Shows the letter card.) When you see this card, you say /ĩ/. Let’s practice all together.</p> <p>(TEACHER points to the letter card, and STUDENTS say /ĩ/ at the same time.)</p> <p>TEACHER: Now, tell your neighbor.</p> <p>(STUDENTS turn to their neighbor and say the sound /ĩ/.)</p> <p>TEACHER: Now, write the letter that spells the sound /ĩ/.</p> <p>(STUDENTS write the letter <i>i</i>.)</p> <p>TEACHER: What spells the /ĩ/ sound?</p> <p>STUDENTS: The letter <i>i</i>.</p>

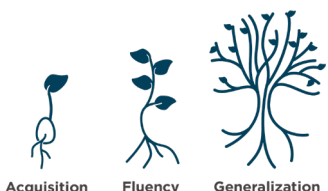
Early Word Recognition Lesson Plan (Sample)


TASK	MIN. INSTRUCTIONAL NOTES
<p>Spelling and word chaining</p> <div style="text-align: center;">  </div>	<p>4 Word chain</p> <p>it » bit » big » bog » dog » dig » did » hid » had</p> <p>Directions: Have students use dry-erase boards or letter tiles to add, replace, or remove one sound for each new word in a chain. Work through a few examples as a group. Then have students work independently.</p> <p>Example script</p> <p>TEACHER: I'll say a word, and you'll spell or read the word. Let's start with the word <i>it</i>. Spell <i>it</i>.</p> <p>(STUDENTS write the word <i>it</i>.)</p> <p>TEACHER: Add a <i>b</i> to the beginning of <i>it</i>. What word do you have now?</p> <p>STUDENTS: Bit.</p> <p>TEACHER: Now, change the <i>t</i> in <i>bit</i> to <i>g</i>. Read your new word.</p> <p>STUDENTS: Big.</p>
<p>Decoding</p> <div style="text-align: center;">  </div>	<p>3 List of new words: big, pig, wig, bib, in, pit, did, jig, hit, rib, sit</p> <p>Directions: Identify and practice words from the connected text with the <u>new</u> sound /ī/.</p> <p>I do (teacher): big, pig</p> <p>We do (with students): wig, bib, in, pit, did, jig, hit, rib, sit</p> <p>Example script (with students)</p> <p>TEACHER: (Shows the word <i>wig</i>.) Touch the letter with the new sound.</p> <p>(STUDENTS touch the <i>i</i> in <i>wig</i>.)</p> <p>TEACHER: Say the sound it spells.</p> <p>(STUDENTS say the sound /ī/.)</p> <p>TEACHER: Blend the sounds in the word.</p> <p>(STUDENTS blend the /w/, /ī/, and /g/ sounds.)</p> <p>TEACHER: Now, say the word.</p> <p>STUDENTS: Wig.</p> <hr/> <p>List of review words: on, off, and, get, can</p> <p>Directions: Review words with <u>previously learned</u> sounds. Have students listen to, say, read, and spell each word.</p> <p>I do (teacher): on, off</p> <p>We do (with students): and, get, can</p>

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<p>Irregular words</p> <p>Tip: Use your scope and sequence to determine when an irregular word might be temporarily or permanently irregular. If the skill has not yet been taught, the word is likely only temporarily irregular. Remind students that English words are more often regular than irregular.⁹</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>Fluency</p> </div> <div style="text-align: center;">  <p>Acquisition</p> </div> </div>	<p>3</p> <p>List of review words: to (/too/), said (/sěd/)</p> <p>Directions: Practice reading, speaking, and spelling <u>previously learned</u> irregular words.¹⁰</p> <p>Example script</p> <p>TEACHER: The word <i>to</i> is made up of the sounds /t/ and /oo/. Which sounds do you already know?</p> <p>STUDENTS: <i>T</i> spells the sound /t/.</p> <p>TEACHER: Yes. You already know this letter-sound pattern. Which sounds need to be learned by heart?</p> <p>STUDENTS: When <i>o</i> makes the sound /oo/.</p> <p>TEACHER: Yes. The word <i>to</i> is spelled differently than other words with the sound /oo/, like <i>boot</i>. We must learn this part—<i>o</i> makes the sound /oo/—by heart. (Draws a heart under the letter <i>o</i> in <i>to</i>.) The heart reminds us that this part of the word is said differently than other words with the letter <i>o</i>. Let's practice all together.</p> <p>(TEACHER shows the word card for <i>to</i>.)</p> <p>TEACHER: How do you say this word? (Points to word.)</p> <p>STUDENTS: <i>To</i>.</p> <p>(TEACHER hides the word card.)</p> <p>TEACHER: How do you spell the word <i>to</i>?</p> <p>STUDENTS: (Spelling) <i>T-o</i>.</p> <hr/> <p>List of new words: is (/řz/), his (/hřz/), has (/hřz/)</p> <p>Directions: Introduce 1–3 <u>new</u> irregular words (or heart words) from the connected text. Use the same strategies and a similar script to analyze the letter-sound patterns in each word. Focus on words with irregular parts that are similar, like <i>is</i> and <i>has</i>.</p>

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<p>Connected text</p> <p>Tip: Find samples of decodable texts online.¹¹ Avoid using predictable or repetitive texts.¹²</p> <div style="text-align: center;">  <p>Acquisition Fluency Generalization</p> </div>	<p>6 Title: <u>Fig the Pig</u></p> <p>Directions</p> <ol style="list-style-type: none"> 1. Discuss concepts of print (e.g., title, author, illustrator): “Put your finger on the title.” 2. Ask for predictions about the text: “What do you think this story is about?” 3. Model whisper reading and choral reading—everyone reading aloud simultaneously—with finger tracking. 4. Monitor whisper reading progress and provide feedback. 5. Give corrective feedback by blending and segmenting. 6. Have students go through the text and highlight all the words targeted by the new phonics skill. 7. Engage all students in choral reading: “Touch each word you highlighted in the story as we read the story aloud.” 8. Model how to use text evidence to answer questions: “Touch the line in the story where you found the answer.” 9. Elicit responses with scaffolded questions. <p>Example text-dependent comprehension questions</p> <ul style="list-style-type: none"> • Who are the characters? • What happens in the story? • What do the characters learn?
<p>Total time</p>	<p>20 To build fluency and independence, follow this lesson with partner reading of the connected text.</p>

AFTER THE LESSON	MIN. INSTRUCTIONAL NOTES
<p>Partner reading</p> <p>Tip: Encourage translanguaging¹³ and support differentiated instruction.¹⁴</p> <div style="text-align: center;">  <p>Fluency</p> </div>	<p>4 Directions</p> <ol style="list-style-type: none"> 1. Organize partners strategically. Consider students’ academic, social-emotional, and linguistic needs. 2. Have both partners choral read or have partners model turn taking and roles for reading and listening (one student reads aloud while the other gives feedback, and then they switch roles). 3. Use blending and segmenting strategies for support. 4. Actively monitor and support partners in their reading. 5. Engage students in a text-based task to demonstrate their reading comprehension.

Endnotes

1. For an overview of the Simple View of Reading, read Cindy Jiban's *Teach. Learn. Grow.* blog post [Simple, but not easy: What we forget about how reading comprehension develops](#).
2. Concept for reading comprehension graphic based on Wesley A. Hoover and William E. Tunmer, "The Primacy of Science in Communicating Advances in the Science of Reading," *Reading Research Quarterly* 57, no. 2 (2022): 399–408, <https://doi.org/10.1002/rrq.446>.
3. For a primer on the Science of Reading, read Cindy Jiban's *Teach. Learn. Grow.* blog post [The science of reading explained](#).
4. For more details on learning stages, read Priscilla Bade-White's online article [Working Smarter: The Instructional Hierarchy](#).
5. Concept for chart based on Norris G. Haring and Marie D. Eaton, "Systematic Instructional Procedures: An Instructional Hierarchy," in *The Fourth R: Research in the Classroom*, ed. Norris G. Haring, Thomas C. Lovitt, Marie D. Eaton, and Cheryl L. Hanson (Columbus: Charles E. Merrill, 1978): 35.
6. For ways to build on sounds shared across languages, read page 6 of the International Literacy Association's brief [Explaining Phonics Instruction: An Educator's Guide](#).
7. For a comparison of Spanish and English phonics, read Colorín Colorado's online article [Capitalizing on Similarities and Differences between Spanish and English](#).
8. For a demonstration of the correct articulation and pronunciation of English phonemes, review the Rollins Center for Language & Literacy's video [44 Phonemes](#).
9. For more information about words that are temporarily or permanently irregular, review the University of Florida Literacy Institute's online resource [Printable Cards for Irregular "Heart" Words](#).
10. For best practices for teaching irregular words, read Linda Farrell, Tina Osenga, and Michael Hunter's article [A New Model for Teaching High Frequency Words](#).
11. For samples of decodable texts, explore lessons in the University of Florida Literacy Institute's online resource [UFLI Foundations Toolbox](#).
12. For more information and a video demonstration about the problem with predictable or repetitive texts, go to the *Spelfabet* blog post [Predictable or Repetitive Texts](#).
13. For ways to encourage translanguaging during partner activities, read page 8 of Alicia A. Stewart and Elizabeth Swanson's [Turn and Talk: An Evidence-Based Practice, Teacher's Guide](#).
14. For ideas on how to differentiate instruction while working with connected text, view a [summary of Recommendation 4 from the WWC practice guide Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade](#).



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