Foundational Reading Skills:
Standards Tell Us **What**
Research Tells Us **How**
Part 2

ReadNaturally®

Agenda

Part 1	Part 2
Standards and Research	Standards and Research
Foundational Reading Skills	Foundational Reading Skills
Print Concepts / Phonological Awareness	Phonics & Word Recognition / Fluency

cat

Agenda

Part 2

Standards and Research

Foundational Reading Skills
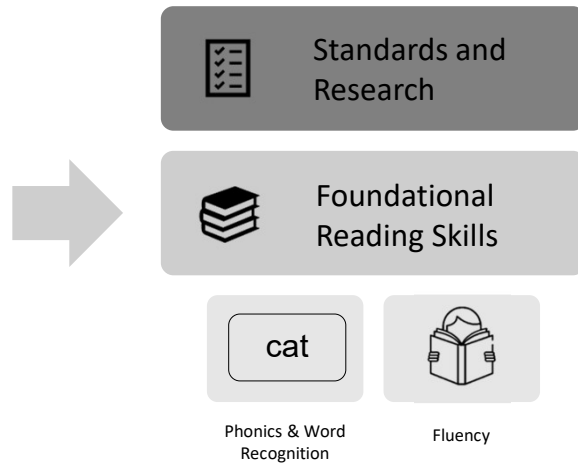
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Phonics & Word Recognition

Fluency

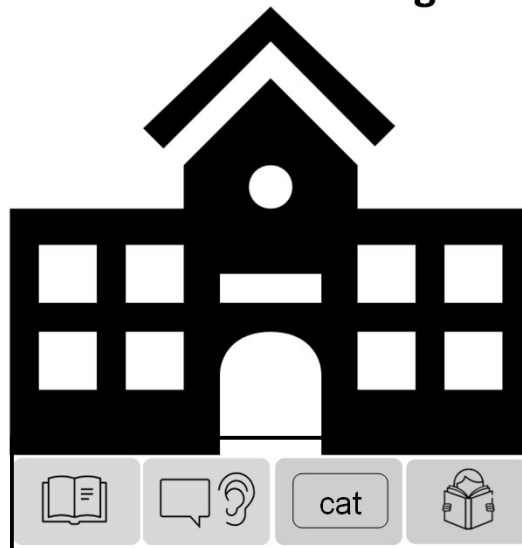Standards Tell Us **What**
Research Tells Us **How**

Webinar Handout

Agenda

Part 2

	Standards and Research
➡️	Foundational Reading Skills

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Phonics & Word Recognition	Fluency

Foundational Reading Skills

Agenda

Part 2

Standards and Research

Foundational Reading Skills

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Phonics & Word Recognition

Fluency

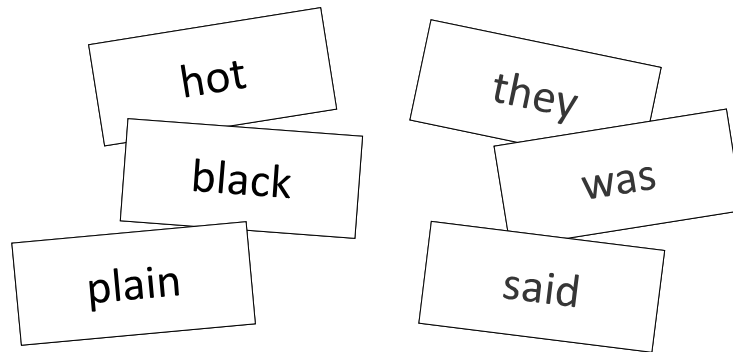# Phonics & Word Recognition

What is it?

Phonics & Word Recognition
Two Types of Words

hot		they	
black			was
plain		said	

Regular Words
decodable

Irregular Words
not decodable

Phonics & Word Recognition
Brain Research

- Learn to read and spell regular words by sounding them out.
  Sound-Out Words

- Learn to read and spell irregular words by memory.
  Spell-Out Words

(Norton, Kovelman, & Petito, 2007)

Phonics & Word Recognition
What do we know about *sound-out words*?

Standards tell us:

Kindergarten through fifth grade students must know and apply grade level phonics and word analysis skills in decoding words.

Research tells us:

- Approximately _____% of words are decodable.

black   hot   plain

- Another 37% have just one exception.   temperature

- The remaining 13% must be
  taught as irregular words.   ocean

(Hanna, Hanna, Hodges, & Rudorf, 1966)

Phonics & Word Recognition
What do we know about high-frequency words?

Standards tell us:

Students must read common high-frequency words by sight (K) and recognize and read *(and spell)* grade-appropriate irregularly spelled words (1st – 3rd).

Research tells us:

In students' reading and writing:
- 8 words account for 18%
- 25 words account for 33%
- 100 words account for 50%
- 300 words account for 65%

(Fry, Fountoukidis, & Kress, 2000)

First 200 High-Frequency Words
Irregular Words Listed in Order of Frequency and Regular Words Organized by Common Vowel Spellings

High Frequency Spell-Out Words Organized by Frequency

High Frequency Sound-Out Words Organized by Common Vowel Spellings

Irregular Words	Short ă	Short ĕ	Short ĭ	Short ŏ	Short ŭ
1. the	3. and	35. when	6. in	14. on	31. but
2. of	9. that	52. them	7. is	30. not	50. up
4. a	16. as	53. then	10. it	91. long	97. just
5. to	20. at	101. get	17. with	147. off	104. much
8. you	29. had	135. well	18. his	177. along	129. must
13. was	38. can	141. help	22. this		136. such
15. are	39. an	148. went	41. which		170. under
19. they	62. has	152. tell	44. if		150. number
23. from	73. than	153. men	46. will		174. us
25. have	103. back	168. set	67. him		
28. one	113. man	173. never	76. its		
32. what	172. last	175. left	83. did		
34. were	195. asked	176. end	92. little		
37. there		180. next	120. think		
40. your			140. things		
42. their			158. still		
43. said			164. big		
45. do					
56. many					
58. some					
59. would					
60. other	**Long ā**	**Long ē**	**Long ī**	**Long ō**	**Long ū**
61. into	72. make	11. he	24. I	57. so	88. use
65. two	81. made	21. be	27. by	63. more	111. used
70. could	86. way	36. we	66. like	71. no	187. few
75. been	89. may	47. each	69. time	100. know	
77. who	116. day	54. she	80. my	106. go	
79. people	117. same	58. these	109. write	163. home	
85. only	124. came	66. see	118. right	169. own	
87. find	134. place	112. me	139. why	182. below	
90. water	138. take	127. three	167. line	188. those	
93. very	145. away	133. even	178. while	191. show	
95. words	154. say	137. here	179. might	199. going	
98. where	160. name	143. years			
99. most	166. air	156. every			
102. through	189. always	159. between			
115. any		171. read			
123. another					
125. come					
126. work	**oo**	**oo**	**oi / oy**	**ou / ow**	**al / au / aw**
128. word	108. new	107. good		48. about	33. all
131. does	114. too	119. look		49. how	96. called
142. put		190. looked		51. out	121. also
144. different				78. now	130. because
146. again				84. down	155. small
149. old				110. our	183. saw
151. great				122. around	
161. should				157. found	
162. Mr.				181. sound	
165. give				196. house	
184. something					
185. thought					
186. both	**ar**	**er /ir / ur**	**or**		
193. often	132. part	64. her	12. for		
194. together	192. large	74. first	26. or		
197. don't		82. over	63. more		
198. world		94. after	105. before		
200. want					

Phonemic Awareness & Phonics Instruction

th

thin

Phonemic Awareness & Phonics Instruction

th   ing   p   e_e

sh   n   ck   m

Slide 3 | GATE+ | ©2023 Read Naturally, Inc.   Letters/Letter Sounds   Level 1.8—Digraphs, Blends, and Suffixes | Lesson 3, th: thin

Phonics & Word Recognition Instruction

thin   this   picking

pick + ing

out   other

Slide 4 | GATE+ | ©2023 Read Naturally, Inc.   Decodable and Spell-Out Words   Level 1.8—Digraphs, Blends, and Suffixes | Lesson 3, th: thin

Webinar Handout

Phonics & Word Recognition
What do we know about teaching spell-out words using letter names?

Look and listen.
Do it with me.
Your turn.

o u t

Read Naturally® GATE+
Reading Instruction for Whole Group and Intervention

GATE+
Lesson Flipbook
LEVEL 0.8 Short Vowels/High-Frequency Words

Print-Based

Phonics & Word Recognition

What do we know about building automaticity in decoding?

Research tells us:

- Students need automatic word recognition skills in order to develop fluency, an essential skill for comprehension.

    (LaBerge and Samuels, 1974)

- Students who have not developed automaticity in single word reading by the beginning of second grade are at risk for reading failure. (Berninger et al., 2003, Berninger et al., 2006)
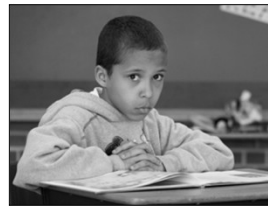
Phonics & Word Recognition

Building Automaticity: One-Syllable Words

Phonics & Word Recognition
What do we know about multisyllabic words?

Standards tell us:

Students (3rd – 5th) must use their combined skills to accurately read unfamiliar multisyllabic words in context and out of context.

Research tells us:

- Students can be taught to flexibly segment words into spelling units (chunks) that can be decoded.
  (Bhattacharya and Ehri, 2004; Archer et al. 2003, 2006)

- Students must be able to:
  1. Pronounce affixes in isolation
  2. Decode open and closed syllables
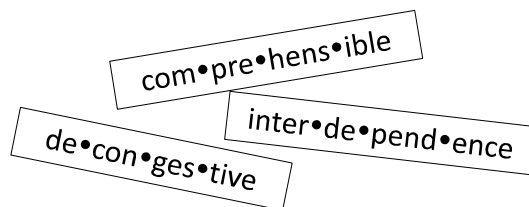   (Archer et al., 2003; Carnine et al., 2006; Moats, 2005; Shefelbine and Newman, 2004)

Phonics & Word Recognition
What do we know about multisyllabic words?

Affixes

- 80% of all words have one or more affixes. (Cunningham, 1998)

- Affixes are worth teaching, because they are limited in number, occur frequently, and suffixes are especially consistent across words. (Shefelbine and Newman, 2004)

com•pre•hens•ible

inter•de•pend•ence

de•con•ges•tive

Common Affixes

If students learn to pronounce prefixes and suffixes phonetically in isolation, the students will recognize and pronounce them as "chunks" in multisyllabic words. If a student is familiar with a multisyllabic word, the student will adjust the pronunciation as s/he recognizes and pronounces the word.

Pronunciation Guide: Prefixes

Prefix	Example	Prefix	Example
re-	regresses	ab-	abduction
un-	uninhabited	ad-	adjunct
dis-	discerned	per-	perplexes
mis-	misfortune	sub-	subculture
de-	detour	trans-	transversely
in-	involving	be-	bereavement
en-	envelope	con-	continent
pro-	protocol	com-	compost
pre-	prefigures	fore-	foreshadowed
non-	nonprofit	ex-	excavate
im-	immerses	anti-	antitoxin
em-	emperor	inter-	intercede
over-	overshadowed	mid-	midlevel
under-	undercurrents	semi-	semicircle
a-	aborted	super-	superpower

Pronunciation Guide: Suffixes

Suffix	Example	Suffix	Example
-s	earphones	-ty	seventy
-es	radishes	-ary	dictionary
-ing	backpacking	-age	anchorage
-er	traveler	-ic	inharmonic
-ed /t/	handcuffed	-ate	liberate
-ed /d/	buttoned	-ish	replenish
-ed	uprooted	-ize	customize
-able*	predictable	-ous*	generous
-ible*	deductible	-ism	externalism
-less	bottomless	-ity	extremity
-ness	adeptness	-ant	repentant
-ful	remorseful	-ent	indifferent
-tion*	adoption	-cial*	provincial
-sion*	immersion	-tial*	inferential
-ly	inactively	-ance	allowance
-en	handmaiden	-ence	preference
-ment	abandonment	-sive*	excessive
-ture*	restructure	-tive*	perceptive
-ist	arsonist	-al	seasonal
-est	wickedest		

*The phonetic pronunciation of these suffixes is not close to how they are usually pronounced in words. Consequently, it may be more helpful to students to learn to pronounce them as they appear in these examples.

Phonics & Word Recognition
Multisyllabic Words—Affixes

Phonics & Word Recognition
Multisyllabic Words—Affixes

Webinar Handout

Phonics & Word Recognition
Multisyllabic Words—Affixes

Sage Eswaren			Level | Goal ▼	🍎 Teacher	👤 Log Out

Suffixes: ful, ness, ment	Look, Listen & Respond	Decode & Read Along	**Practice Word List**	Spelling	Pass

Practice Word List

[Start Timing]

mistrustful	unfairness	wonderment
basketful	adeptness	detachment
ungrateful	mellowness	amendment
revengeful	discreetness	investment
disrespectful	impreciseness	reimbursement

[Finished]

Scores (words per minute)

◀? ★ Next ❯

Phonics & Word Recognition
What do we know about multisyllabic words?

Open and Closed Syllables

• Open and closed syllables make up almost 75% of syllables in English words (Stanback, 1992).

• There is a significant relationship between students' sight knowledge of open and closed syllables and students' ability to read multisyllabic words (Shefelbine, Lipscomb, and Hern, 1989).

re•lo•ca•tion

ex•pan•sion•ism

ad•he•sive

Webinar Handout

Phonics & Word Recognition

Takeaways

Building Automaticity

Online

Agenda

Part 2

Standards and Research

Foundational Reading Skills

cat

Phonics & Word Recognition

Fluency

What is reading fluency?

Fluent readers are able to read orally with:

- Appropriate speed

- Accuracy

- Proper expression

In 10 minutes of independent reading…

A fluent reader might read 2,000 words.

A struggling reader might read only 500 words.

Equal practice time, unequal practice

Fluency

What do we know about fluency?

Standards tell us:

Young students (K) must read emergent-reader texts with purpose and understanding. Older students (1st-5th) must read with sufficient accuracy and fluency to support comprehension.

Research tells us:

- Fluency development is highly correlated with reading comprehension. (Fuchs, Fuchs, Hosp, & Jenkins, 2001)

- Just setting aside time for independent silent reading is not sufficient for at-risk readers. (National Reading Panel, 2000)

What do we know about fluency?

- Various forms of modeling can improve reading fluency.
(National Reading Panel, 2000)

- Repeated reading is a highly effective strategy for improving reading fluency.
(Stevens, Walker, & Vaughn, 2017)

- Giving students feedback on their progress toward short- and long-term goals increases their performance.
(Conte, K. L. & Hintze, J. M., 2000)

Teacher Modeling

Repeated Reading

Progress Monitoring
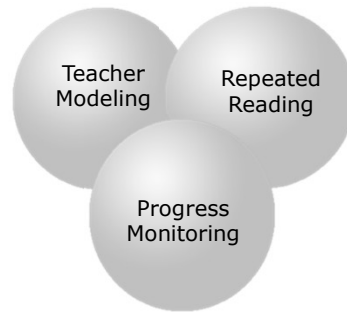
Fluency
Comprehension—Prediction

Thumb

Look at a hand. Look at its thumb and its other fingers. The thumb is thicker than the other fingers. It is shorter than the rest of them. It sticks out too. The thumb can face the other fingers. It can touch each of their tips. This helps the thumb and fingers work together.

Think of things the thumb and fingers do together. They work together when picking things up.

think
thistles
thorns

Slide 11 | GATE+ | ©2023 Read Naturally, Inc.   Story (Page 1)   Level 1.8—Digraphs, Blends, and Suffixes | **Lesson 3**, th: thin

Fluency
Comprehension—Prediction

Fluency
Progress Monitoring—Cold Timing

Progress Monitoring

Fluency
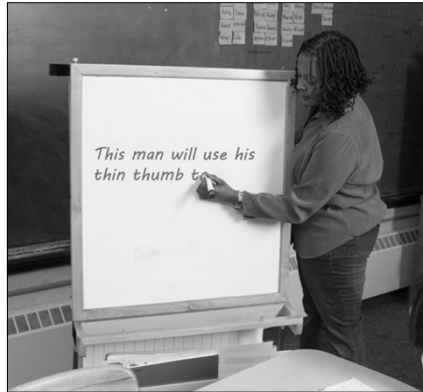## Teacher Modeling—Read Along

Thumb

Teacher Score _____

    Look at a hand. Look at its thumb and its other
11 fingers. The thumb is thicker than the other fingers. It is
22 shorter than the rest of them. It sticks out too. The thumb
34 can face the other fingers. It can touch each of their tips.
46 This helps the thumb and fingers work together.
54   Think of things the thumb and fingers do together.
63 They work together when picking things up. They can
72 pick up thin things. They can grip things tightly. The
82 other fingers can't do these things alone.
89   Most animals do not have thumbs. They can't pick
98 thistles out of their fur. They can't pluck
106 thorns out of their paws. They need people
114 to do these things for them. Thank
121 goodness for thumbs.
124

Words Read _____   Words Read _____

- Errors _____ = Cold Score _____   - Errors _____ = Final Score _____

Teacher Modeling

Fluency
Repeated Reading—Practice

Thumb

Teacher Score _____

    Look at a hand. Look at its thumb and its <u>other</u>
11 fingers. The thumb is <u>thicker</u> than the other fingers. It is
22 shorter than the rest of them. It sticks out too. The thumb
34 can face the other fingers. It can touch each of their tips.
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106 thorns out of their paws. They need people
114 to do these things for them. Thank
121 goodness for thumbs.
124

Words Read **38**   Words Read **64**

- Errors **4** = Cold Score **34**   - Errors **2** = Final Score **62**

Repeated Reading

Webinar Handout

Fluency

Progress Monitoring—Hot Timing

Thumb   62
                                    Teacher Score
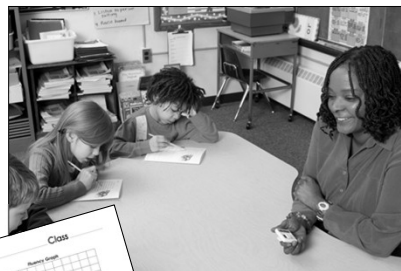
        Look at a hand. Look at its thumb and its <u>other</u>
11   fingers. The thumb is <u>thicker</u> than the other fingers. It is
22   shorter than the rest of them. It sticks out too. The thumb
34   can face the other fingers. It can touch each of their tips.
46   This helps the thumb and fingers work together.
54   Think of things the thumb and fingers do together.
63   They work together when picking things up. They can
72   pick up thin things. They can grip things tightly. The
82   other fingers can't do these things alone.
89   Most animals do not have thumbs. They can't pick
98   thistles out of their fur. They can't pluck
106 thorns out of their paws. They need people
114 to do these things for them. Thank
121 goodness for thumbs.
124

Words Read **38**   Words Read **64**
- Errors **4** = Cold Score **34**   - Errors **2** = Final Score **62**

Progress
Monitoring

Fluency

Comprehension—Questions & Sentence About the Story

2. The thumb is thicker _____ the other fingers.
   (than)   this   them

3. The thumb and fingers work together when _____ things up.
   these   (picking)   other

4. Animals without _____ can't pluck thorns out of their paws.
   things   thick   (thumbs)

5. Thumbs help people grip _____ and thick things.
   thumbs   (thin)   them

Number Correct _____ /5

Sentence About the Story
Thumbs help us do things
that most animals can't
do.

Webinar Handout

Fluency

Phonics, Word Recognition, and Spelling

Sentences

Go out to get logs that are thick, not thin.

This other kid likes passing the time fishing.

Then, that ship hit the dock with a thud.

Most of those meetings had the same theme.

Tell them that they will have fun walking these paths.

Spell-Out Words

out   _out   out_

other   _other   other_

Sound-Out Words

1. _thin_   2. _rushing_
3. _thick_   4. _this_

Number Correct _____ /4

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GATE+, Version 1.0.0   2

Read Naturally® GATE+

Reading Instruction for Whole Group and Intervention

GATE+
Lesson Flipbook
LEVEL a.8 Short Vowels/High-Frequency Words

Print-Based

Webinar Handout

Read Naturally® Strategy

Individualized Reading Intervention
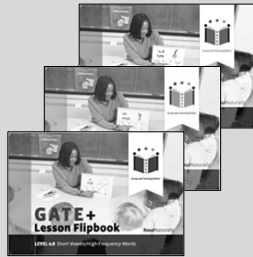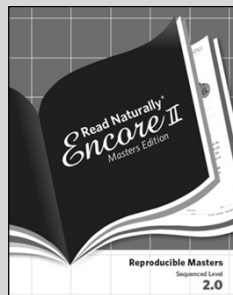
Read Naturally GATE+	Read Naturally Encore II	Word Warm-ups
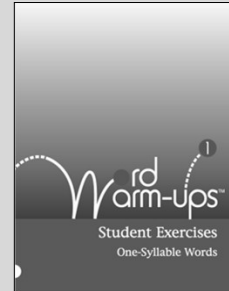
Print-Based

Read Live Programs

Read Naturally®Live

Word Warm-ups®Live

One Minute Reader®Live

Read Naturally® Live—Español

Online

Agenda

Part 1	Part 2
Standards and Research	Standards and Research
Foundational Reading Skills	Foundational Reading Skills
Print Concepts / Phonological Awareness	Phonics & Word Recognition / Fluency
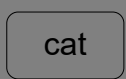
Foundational Reading Skills
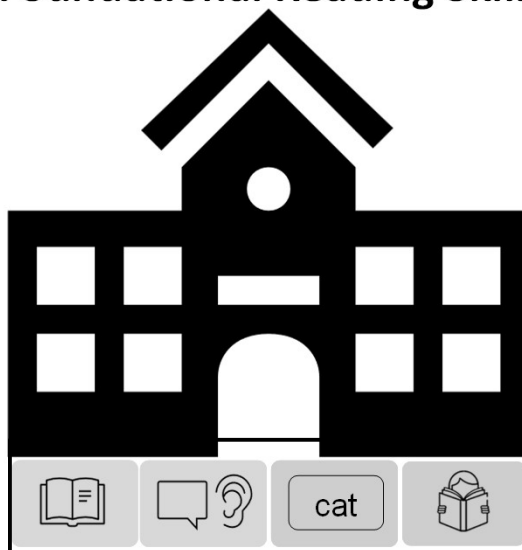
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email: info@readnaturally.com
website: readnaturally.com

Connect with us!

Questions?

Read Naturally®

First 200 High-Frequency Words

Irregular Words Listed in Order of Frequency and Regular Words Organized by Common Vowel Spellings

Irregular Words
1. the
2. of
4. a
5. to
8. you
13. was
15. are
19. they
23. from
25. have
28. one
32. what
34. were
37. there
40. your
42. their
43. said
45. do
55. many
56. some
59. would
60. other
61. into
65. two
70. could
75. been
77. who
79. people
85. only
87. find
90. water
93. very
95. words
98. where
99. most
102. through
115. any
123. another
125. come
126. work
128. word
131. does
142. put
144. different
146. again
149. old
151. great
161. should
162. Mr.
165. give
184. something
185. thought
186. both
193. often
194. together
197. don't
198. world
200. want

Short ă	Short ĕ	Short ĭ	Short ŏ	Short ŭ
3. and	35. when	6. in	14. on	31. but
9. that	52. them	7. is	30. not	50. up
16. as	53. then	10. it	91. long	97. just
20. at	101. get	17. with	147. off	104. much
29. had	135. well	18. his	177. along	129. must
38. can	141. help	22. this		136. such
39. an	148. went	41. which		170. under
62. has	152. tell	44. if		150. number
73. than	153. men	46. will		174. us
103. back	168. set	67. him		
113. man	173. never	76. its		
172. last	175. left	83. did		
195. asked	176. end	92. little		
	180. next	120. think		
		140. things		
		158. still		
		164. big		

| Long ā	Long ē	Long ī	Long ō	Long ū
72. make	11. he	24. I	57. so	88. use
81. made	21. be	27. by	63. more	111. used
86. way	36. we	66. like	71. no	187. few
89. may	47. each	69. time	100. know	
116. day	54. she	80. my	106. go	
117. same	58. these	109. write	163. home	
124. came	68. see	118. right	169. own	
134. place	112. me	139. why	182. below	
138. take	127. three	167. line	188. those	
145. away	133. even	178. while	191. show	
154. say	137. here	179. might	199. going	
160. name	143. years			
166. air	156. every			
189. always	159. between			
	171. read			

oo	oo	oi / oy	ou / ow	al / au / aw
108. new	107. good		48. about	33. all
114. too	119. look		49. how	96. called
	190. looked		51. out	121. also
			78. now	130. because
			84. down	155. small
			110. our	183. saw
			122. around	
			157. found	
			181. sound	
			196. house	

ar	er /ir / ur	or
132. part	64. her	12. for
192. large	74. first	26. or
	82. over	63. more
	94. after	105. before

Common Affixes

If students learn to pronounce prefixes and suffixes phonetically in isolation, the students will recognize and pronounce them as "chunks" in multisyllabic words. If a student is familiar with a multisyllabic word, the student will adjust the pronunciation as s/he recognizes and pronounces the word.

PRONUNCIATION GUIDE: PREFIXES

Prefix	Example	Prefix	Example
re-	regresses	ab-	abduction
un-	uninhabited	ad-	adjunct
dis-	discerned	per-	perplexes
mis-	misfortune	sub-	subculture
de-	detour	trans-	transversely
in-	involving	be-	bereavement
en-	envelope	con-	continent
pro-	protocol	com-	compost
pre-	prefigures	fore-	foreshadowed
non-	nonprofit	ex-	excavate
im-	immerses	anti-	antitoxin
em-	emperor	inter-	intercede
over-	overshadowed	mid-	midlevel
under-	undercurrents	semi-	semicircle
a-	aborted	super-	superpower

PRONUNCIATION GUIDE: SUFFIXES

Suffix	Example	Suffix	Example
-s	earphones	-ty	seventy
-es	radishes	-ary	dictionary
-ing	backpacking	-age	anchorage
-er	traveler	-ic	inharmonic
-ed /t/	handcuffed	-ate	liberate
-ed /d/	buttoned	-ish	replenish
-ed	uprooted	-ize	customize
-able*	predictable	-ous*	generous
-ible*	deductible	-ism	externalism
-less	bottomless	-ity	extremity
-ness	adeptness	-ant	repentant
-ful	remorseful	-ent	indifferent
-tion*	adoption	-cial*	provincial
-sion*	immersion	-tial*	inferential
-ly	inactively	-ance	allowance
-en	handmaiden	-ence	preference
-ment	abandonment	-sive*	excessive
-ture*	restructure	-tive*	perceptive
-ist	arsonist	-al	seasonal
-est	wickedest		

*The phonetic pronunciation of these suffixes is not close to how they are usually pronounced in words. Consequently, it may be more helpful to students to learn to pronounce them as they appear in these examples.

Word Warm-ups®

Student / Group _____   Story / Lesson _____

Date Started:			

Date Passed: | | | |

Word Practice	4	8	12	16
20				
25				
30				
35				

words read_____

— errors_____ =_____ _____ _____ _____ _____ _____ _____

Cold Score

words read_____

— errors_____ =_____

Hot Score

Word Warm-ups®

Student / Group _____   Story / Lesson _____

Date Started:			

Date Passed: | | | |

Word Practice	4	8	12	16
20				
25				
30				
35				

words read_____

— errors_____ =_____ _____ _____ _____ _____ _____ _____

Cold Score

words read_____

— errors_____ =_____

Hot Score

Word Warm-ups®

Student / Group _____

Story / Lesson _____

Date Started:
Date Passed:

Automaticity Template	5	10	15	20
25				
30				
35				
40				
45				

words read_____

— errors_____ =_____   _____ _____ _____ _____ _____ _____

Cold Score

words read_____

— errors_____ =_____

Hot Score

Word Warm-ups®

Student / Group _____

Story / Lesson _____

Date Started:
Date Passed:

Automaticity Template	5	10	15	20
25				
30				
35				
40				
45				

words read_____

— errors_____ =_____   _____ _____ _____ _____ _____ _____

words read_____

— errors_____ =_____

Hot Score

Word Warm-ups®

Name: _____

Group: _____

Date Started: ___

Date Passed: ___

Directions: Write in the date. Shade up to cold score in blue. Use the same bar to shade from cold score up to hot score in red.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Story/Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Date																									

(Y-axis values: 90, 85, 80, 75, 70, 65, 60, 55, 50, 45, 40, 35, 30, 25, 20, 15, 10, 5, 0)

Word Warm-ups®

Name: _____

Group: _____

Date Started: ___

Date Passed: ___

Directions: Write in the date. Shade up to cold score in blue. Use the same bar to shade from cold score up to hot score in red.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Story/Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Date																									

(Y-axis values: 90, 85, 80, 75, 70, 65, 60, 55, 50, 45, 40, 35, 30, 25, 20, 15, 10, 5, 0)