<http://wps.prenhall.com/chet_nes_v2demo_1/182/46815/11984653.cw/index.html>

# Chapter 2: Phonics, Word Analysis, and Fluency

### Understand Development of Phonics, Word Analysis, Spelling, and Fluency

Reading fluency—the ability to decode a printed text easily, accurately, expressively, and at an appropriate rate—is essential to reading comprehension. Reading fluency and comprehension depend not only on readers' oral vocabulary and background knowledge, but also on their ability to recognize words in print—on their knowledge of letter-sound correspondences and common spelling patterns, their mastery of phonics and word analysis skills, and their development of automatic recognition of many words. Phonics instruction helps beginning readers learn common letter-sound correspondences and strategies for sounding out letters and blending sounds into words. Instruction in syllabication promotes skill in determining syllable boundaries and pronouncing syllables in longer words. Instruction in structural analysis promotes recognition of base words, prefixes, and word endings (inflections and suffixes) in longer words. Spelling instruction that is aligned with reading instruction reinforces students' developing ability to recognize words in print. Direct instruction in sight words and frequent reading practice with appropriate texts promote the development of automaticity (i.e., the ability to recognize words quickly, effortlessly, and accurately). *Fluent readers* do not have to devote energy to decoding words, so they can focus their attention on what the text means. Competency 2 requires an understanding of effective instruction in phonics and word analysis skills to support the development of reading fluency.

The test includes a wide range of multiple-choice questions that address Competency 2.

* Questions may address the role of phonics and word analysis skills in literacy development.
* Some questions will ask you about research-based instruction in phonics, syllabication, structural analysis, and spelling.
* Some questions may require you to know the stages of spelling development or ask about appropriate spelling instruction based on a student's demonstrated needs.
* Questions about fluency will expect you to know the meaning of automaticity, fluency, accuracy, rate and prosody. You may be asked about strategies that promote fluency with respect to accuracy, rate, or prosody.
* For some questions, you may be expected to know instructional strategies for promoting sight words.
* Some questions will ask you about effective strategies for differentiating instruction in phonics, sight words, word analysis, spelling, or fluency.

Competency 2 encompasses the following content:

► **Demonstrate knowledge of the role of phonics and sight words in developing accurate, automatic word recognition and reading fluency and strategies for promoting development of phonics skills and sight words:** An understanding of research-based, systematic instruction in phonics, sight words, word analysis skills (including syllabication and structural analysis), spelling, and fluency is required.

You will be expected to recognize the essential role of phonics knowledge, word analysis skills, sight words, and reading fluency in literacy development. You will be asked about explicit instruction to promote literacy development in these areas and about strategies for reinforcing explicit instruction. You will also be asked about strategies for differentiating this instruction to meet the needs of all students and for planning targeted instruction to meet the assessed needs of individual students.

### Core Content: Developing Phonics Skills and Learning Sight Words

Systematic instruction in phonics skills and sight word reading are key components of effective, early reading instruction. Research-based instruction in phonics includes explicit instruction in sounding out letters and blending letters to form words, and ongoing instruction in letter-sound correspondences for simple as well as more complex phonics patterns. Gaining mastery of fundamental skills for decoding simple, one-syllable words provides students with a strong foundation for accurate decoding of longer and more complex words at later stages of reading development. Systematic sight word instruction is focused on promoting students' automatic recognition of words that occur with the highest frequency in texts, including words that follow regular phonics patterns as well as those that do not. In addition to explicit instruction and teacher-monitored practice in these areas, students need frequent practice applying these skills to achieve mastery. Activities that reinforce instruction in these areas play a key role in promoting students' ability to recognize words automatically. (See *[Core Content: Spelling Development](http://media.pearsoncmg.com/ab/ab_ab_nesguides_v1/elementaryedI/ch2_spelling_development.html" \t "blank)* later in this chapter).

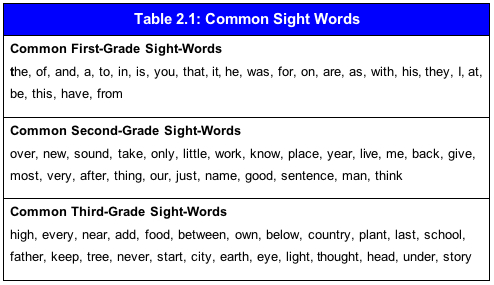
**Phonics**  
Phonics knowledge is knowledge of the correspondences in an alphabetic language between letters or letter patterns and the sounds of spoken language represented by those letters (i.e., grapheme-phoneme relationships). Children learning to read in English must master these correspondences. In addition, children must master decoding skills enabling them to sound out a sequence of written letters and then blend the sounds together in words. An effective phonics program begins by teaching students to decode words with simple syllable patterns (e.g., *am, mop*) and then progresses incrementally to words with more difficult syllable patterns (e.g., *spot, boat, tape*). As readers progress, they learn more advanced or complex phonics patterns and the sounds and spellings of inflectional endings, prefixes, and suffixes, as well as strategies for decoding multisyllable words (see the next section of this chapter *Core Content: Syllabication and Structural Analysis*).

After examining a wide body of research, the National Reading Panel concluded that students who receive systematic and explicit phonics instruction are more likely to experience reading success than students receiving non-systematic phonics instruction or no phonics instruction. That is, phonics instruction promotes reading success and is more effective when a set of letter-sound relationships is taught directly and in a clearly defined, logical sequence. As an essential part of that process, children must be given ample opportunities to apply what they are learning about letters and sounds to the reading of words, sentences, and books. Good phonics instruction shares several characteristics including

* ***Clarifying the purpose and goal of instruction at the onset of the lesson***
* ***Using visual or concrete materials that will make learning the new phonics skill(s) more memorable.*** Letter cards, cards for word-sorting activities, dry-erase boards or other concrete resources provide students a visual link to their learning.
* ***Providing direct instruction of letter sounds.*** Make the instruction as explicit and as concrete as possible.
* ***Providing direct instruction in decoding of letter sounds in words.*** Knowledge of phonics is useful only if students can apply this knowledge to recognize words during reading. Provide explicit instruction in sounding out letters and blending sounds into words.
* ***Planning for guided and independent practice.*** Enhance the effectiveness of instruction by having students practice new skills with teacher feedback and by planning for students' independent practice until they achieve skill mastery. Providing students with regular opportunities to practice new learning in phonics by reading decodable texts (i.e., texts limited to phonics patterns and sight words students have learned to decode) is effective for developing efficient decoding skills as well as automatic recognition of frequently encountered words (see "Sight Words" below). Other activities for reinforcing explicit phonics instruction include, word reading and word sorts based on previously taught spelling patterns.
* ***Planning for student application of new phonics skills in other contexts.*** Provide students with opportunities to transfer skills to a broader range of texts and reading and writing activities that will support their ongoing development of literacy skills and enhance their motivation by promoting their ownership of new learning.

**Sight Words**  
A reader's sight word vocabulary represents the words the reader recognizes almost instantly and with little conscious effort, or automatically. The goal of sight word instruction is to help beginning and developing readers efficiently recognize both regular and irregular high-frequency and high-utility words. It is particularly important to the development of reading fluency (See section below, ["Core Content: Reading Fluency"](http://media.pearsoncmg.com/ab/ab_ab_nesguides_v1/elementaryedI/ch2_reading_fluency.html)) that beginning readers recognize most words in a text automatically. For this reason, high-frequency words—words that appear most frequently in print—are the focus of sight word instruction during the elementary grades.

It has been estimated that 100 English words make up 50 percent of all words in typical English-language books or newspapers, perhaps more in books for young children. *The, and, for, on, was*, and *with*, for example, are among the twenty words occurring most frequently in English. Many high frequency words are not phonically regular. Based on phonics generalizations, for example, *are* should rhyme with *care, do* should rhyme with *go*. Ordered lists of common sight words have been developed for the purpose of planning systematic sight word instruction, and are widely available. In Table 2.1 you will find some common sight words taught in early grades.

  
Source Note: Fry, E.B. & Kress, J.E. (2006). *The Reading Teacher's Book of Lists.* (5th Ed.). Jossey-Bass/Wiley: San Francisco, CA.

Students learn sight words through systematic, explicit instruction and practice and through repeated exposure to words during reading or writing activities. In a research-based approach to explicit sight word instruction, teachers ensure students can decode target words accurately before promoting rapid recognition of the words. Teachers can promote students' accuracy with instructional strategies that encourage them to look at every letter in every word they are learning, and strategies that help them associate the spelling with the pronunciation of the words. When introducing irregular words, teachers should draw attention to the phonetically regular portions of the words (e.g., all but the second letter in the word *many*) as well as the irregular portions. Guided and independent practice can include having students practice reading word lists and decodable texts aloud, as well as a host of other activities related to the current sight word curriculum. Here are a few activities that teachers have used successfully to reinforce explicit instruction in sight words:

* ***Reading to or with children and pausing to point to target words as they appear in the text.*** Carefully pronounce the words while pointing to their written forms, or guide students to pronounce the words. When appropriate, underline the words where they appear in simple sentences.
* ***Using flashcards.*** It is important to focus on a few new words at a time.
* ***Creating a word wall.*** Select four or five words each week from a high-frequency word list and add them to a bulletin board or wall in the room. Print the words with a thick black marker on heavy paper, and then cut out around the outline of the letters so that each word has it own unique shape. Some teachers also use several different colors of paper as another tool for helping students distinguish among the words on a Word Wall (e.g., all sight words are in one color).
* ***Playing games using sight words.*** Some common sight word games are bingo, word-search puzzles, and matching and memory games.
* ***Compiling a sight word “dictionary.”*** As students learn sight words have them write the words in a personal “dictionary” and write a sentence using the words.

Methods for promoting automatic recognition of targeted sight words can vary. Helping students associate the written form of the words with the spoken form is central, and activities that call on students to use many modalities (e.g., speaking, listening, writing, reading) in their encounters with these words can help learners remember the forms and recognize these words in print instantaneously. It is important for teachers to monitor sight word mastery carefully as many children who struggle with reading have difficulty recognizing basic sight words.

[**Click here for Exercise 2.1: Characteristics of Effective Phonics Instruction**](http://wps.prenhall.com/chet_nes_v2demo_1/182/46815/11984677.cw/index.html)

http://wps.prenhall.com/chet\_nes\_v2bridgedemo\_1/185/47612/12188677.cw/index.html

(http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=literacy&clipID=Characteristics\_of\_Good\_Phonics\_Instruction.flv)

► **Demonstrate knowledge of the use of phonics patterns and word analysis strategies, including syllabication and morphology, as techniques for decoding multisyllable words:** Familiarity with syllable patterns, syllabication guidelines, and the basic morphological structures of English words (i.e., base words or roots, prefixes, suffixes, and inflections) is required.

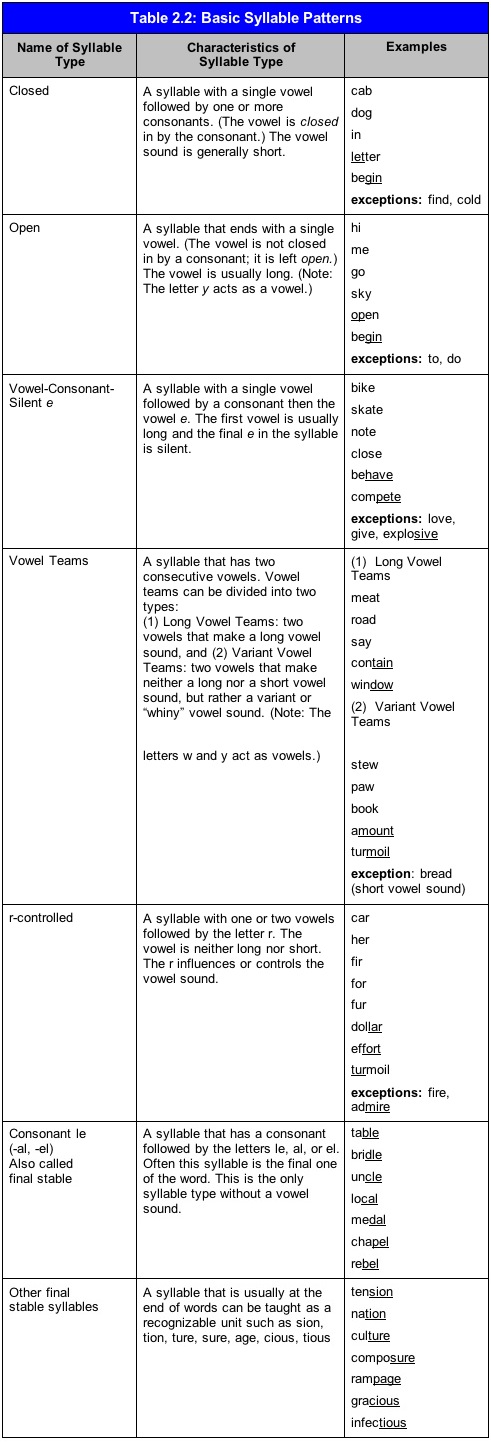
You will be asked to demonstrate knowledge of effective instruction in word analysis strategies for identifying multisyllable words. You may be asked about word patterns, syllable patterns, affixes, inflections, and base words. You may be expected to recognize how knowledge of syllabication and morphology can scaffold word recognition and the pronunciation of multisyllable words.

### Core Content: Syllabication and Morphology

Beginning reading instruction focuses on teaching emergent readers to decode simple, single-syllable words (e.g., *go, nap, rib, sent, cheap, stripe*). After students become proficient at recognizing a wide range of single-syllable words, they may still have difficulty decoding low-frequency phonics patterns and multisyllable words such as *napkin, moment, or ribbon*—words that they must break into *orthographic chunks*, or word parts, in order to decode using skills they have already mastered. For some developing readers, this can be an effortless, intuitive process; for others, longer words can be intimidating. Because rapid word recognition plays a critical role in reading fluency and text comprehension, students should be taught strategies that assist them when decoding increasingly complicated, multisyllable words. Helping children chunk words into *morphological units* (structural analysis) or into *phonological units* according to the six syllable types (syllabication) can help them learn to decode longer words accurately and efficiently.

Being able to recognize component morphemes in morphologically complex words can help readers identify unfamiliar multisyllable words. In order to teach structural analysis effectively, teachers must be familiar with the basics of *morphology*, the study of the internal structure of words and of the rules by which words are formed. The base word or root in a morphologically complex word acts as the base to which affixes are attached (see, for example, the base word *read* in the examples below). Prefixes are affixes added to the beginning of words, as in *re●read*; suffixes are affixes added to the end of words, as in *read●er*. Inflections are a limited set of morphemes added to the end of words without changing their essential meaning, as in the case of the verb *read●ing*. Other common English inflections include—*s*, –*ed*, and –*est*. (In contrast to inflections, an affix does not change a word’s meaning or grammatical category, such as when *un*– is added to *clear* to form *unclear* or –*ful* is added to *help* to form *helpful*. Teaching students to recognize affixes and inflections, as well as Greek and Latin roots in the upper elementary and secondary grades, not only helps them learn the meaning of unfamiliar words they encounter during reading but also helps them develop a strategy for locating familiar, pronounceable parts in longer words. Many affixes and inflections form separate syllables in word context.

Understanding syllabication constitutes another important part of an elementary teacher’s word analysis repertoire. Syllabication is a critical word analysis skill that helps students break unknown multisyllable words into syllables that can be pronounced and blended to identify the unknown word. A syllable is a phonological unit that includes a vowel sound. See Table 2.2 to find six basic syllable patterns.



Source Note: Knight-McKenna, M. (2008). Syllable Types: A Strategy for Reading Multisyllabic Words. *Teaching Exceptional Children*, 40(3), pp. 18-24.

In conjunction with explicit instruction in the use of these word-analysis strategies for decoding multisyllable words, teachers can lay the groundwork for new learning or reinforce instruction in structural analysis and syllabication by helping students spot target morphological units or syllable patterns in words. Prefixes seem to be the easiest for younger students to recognize, followed by suffixes. Informal strategies for this purpose might include examining grade-level materials or authentic print, such as newspapers, store ads, brochures, menus, greeting cards, and the like. Teachers also can engage children in a variety of experiences that enhance their awareness of recognizable word parts by having them examine their classmates’ names and the environmental print in the classroom. As teachers read favorite storybooks, they can break words apart to demonstrate syllable spelling patterns. Learning center games could involve sorting word cards on the basis of syllable-spelling patterns, or cutting apart word cards into syllables.

Elementary teachers must be knowledgeable in syllabication generalizations and the morphology of English in order to provide students with effective instruction in decoding and recognizing multisyllable words. While phonics skills are essential to word reading competence, learning to apply phonics skills to longer words relies on a reader's ability to recognize morphological and syllable structure within words. Developing an understanding of these structures will also lay the groundwork for recognizing when words don’t follow particular phonics rules or orthographic generalizations.

[**Click here for Exercise 2.2: Applying Affixes**](http://wps.prenhall.com/chet_nes_v2demo_1/182/46815/11984681.cw/index.html)

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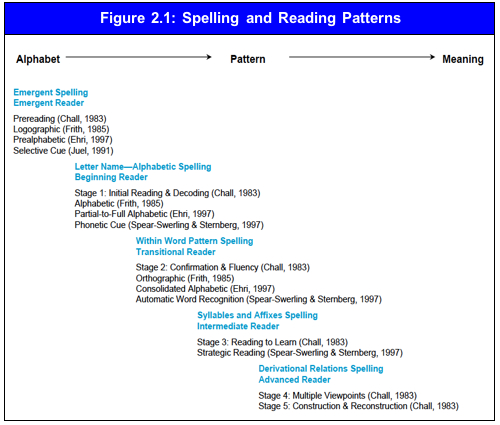
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► **Demonstrate knowledge of the reciprocity between decoding and encoding and strategies for promoting spelling development at all stages of reading development:** Knowledge of the relationship between reading and spelling development will be expected.

You will be expected to know how spelling and reading instruction can be coordinated to promote literacy development. You may be asked to recognize distinct stages in students’ spelling development and appropriate strategies and practices that promote students' literacy development at particular spelling stages.

### Core Content: Spelling Development

Mastering the orthography of English, the letter-sound relationships and morphology represented in written language, is intimately related to students’ literacy development. Based on examinations of children’s spellings, researchers have concluded that there are recognizable stages in children’s spelling development. Different researchers have chosen various names for these stages but they all begin with an emergent or early spelling stage and progress to a stage where students relate spelling to morphology. See Figure 2.1. Children at different stages attend to and represent different features of spoken words in their spelling, and their spellings provide evidence of their growing understanding of English orthography.



Source Note: Bear, D.R, Invernizzi, M., Templeton, S. & Johnston, F. (2008). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. (4th. Ed., p.16). Columbus, Ohio: Merrill.

In emergent stages of literacy development, writing activities can be used to reinforce students' developing knowledge of letter-sound correspondences. In this approach, teachers help students learn to write independently using a spelling strategy based on the sounds in the words. A teacher can promote students' spelling skills by guiding them to segment a word into phonemes, then identify a letter representation for each sound. Because this approach to spelling is closely tied to phonemic awareness and letter-sound instruction, the approach capitalizes upon and reinforces these emergent reading skills.

The foundation of a research-based spelling program is the principle that spelling instruction is aligned with reading instruction. Once formal instruction in phonics and word reading begin, spelling instruction can be used to reinforce students’ new learning in phonics and word patterns. As with literacy instruction in general, the scope and sequence of spelling instruction may be determined by developmentally-based grade-level benchmarks, but an individual student's spelling development should be monitored and serve as a guide for differentiating instruction. During emergent reading stages, samples of students' invented spelling can be used to assess their understanding of the alphabetic principle and their knowledge of letter-sound correspondences. In later grades, teachers can systematically measure students’ knowledge of conventional spelling with a spelling inventory; students' writing samples can also provide information about a student's specific strengths and areas of difficulty. Such assessments can be used to plan targeted small-group or individualized instruction, or to form instructional groups with students at approximately the same developmental stage to facilitate differentiated instruction. Teachers select words for study that reflect a particular spelling pattern and word study activities are planned.

A weekly plan for word study instruction might include:

* On Monday, provide students with explicit instruction in a phonics-, morphological-, or rules-based spelling pattern and a list of 10-20 words reflecting that pattern. For example, if you selected the logical spelling rule for one instructional group, “Nouns that end in *–o* add *es* in the plural,” then your list for the week would include such pairs as *potato/potatoes, echo/echoes*, and *hero/heroes*. Creating a word list using suffixes or prefixes is another example of a rules-based spelling list that could be useful for other groups. In addition to providing instruction focused on particular spelling patterns, ensure students learn effective strategies for studying the spelling of words independently. You can discuss and model a variety of strategies, provide direct instruction in specific strategies, and support students' use of the strategies when preparing for weekly spelling tests.
* Encourage the students to compare and contrast features in words. One common method for doing so is through word sorts where students use their word knowledge to separate examples that go together.
* On Tuesday through Thursday, provide follow-up mini-lessons, guided practice, or activities that reinforce instruction. In addition to sorting, students may hunt for words in their reading and writing that fit the pattern being studied, construct a word wall illustrating examples of the different patterns studied, keep a word study notebook to record the known patterns and their new understandings about words, play games and activities to apply their word knowledge, and, perhaps most importantly, use the list words in their writing.
* On Friday, give a written spelling test. You may want to include one or two new words exemplifying the spelling pattern on the test. For example, if a group is studying the *–ack* family, a teacher might include the word *snack* on the spelling test even though it wasn't on the group’s original list. This informs the teacher if students are able to transfer their knowledge of the *–ack* chunk to a new word.

Throughout the week, informally call attention to patterns during daily classroom activities, such as when you are writing in a group setting (e.g., composing messages, lists, plans, signs, letters, stories, songs, and poems). Teachers should be careful not to dwell on spelling rules during these associated activities; it is more important for children to know that thinking about what a word looks like can be a useful spelling strategy. Teachers can also help children explore common patterns in books or poems highlighting a particular spelling pattern. So, when planning ways to supplement systematic instruction, keep in mind that children can continue to learn about a spelling pattern through associated experiences throughout the day.

[**Click here for Exercise 2.3: Supporting Developmentally Appropriate Spelling**](http://wps.prenhall.com/chet_nes_v2demo_1/182/46815/11984686.cw/index.html)

http://wps.prenhall.com/chet\_nes\_v2bridgedemo\_1/185/47612/12188686.cw/index.html

► **Demonstrate knowledge of reading fluency and strategies for promoting fluency development at all stages of reading development:** An understanding of fluency development, the key indicators of fluency, and effective instructional strategies for promoting fluency development is required.

You will be expected to know the role of decoding skills and automaticity in the development of fluency and to recognize other factors that may support or disrupt fluency. You will be expected to recognize strategies for promoting fluency with respect to reading rate, reading accuracy, and prosodic reading. You may be asked about appropriate strategies for monitoring students' reading fluency development.

### Core Content: Reading Fluency

Fluent reading is accurate, at a natural pace, and mimics speech in its phrasing and expressiveness. Fluency is only possible if a reader can recognize many words in a text without conscious effort (automatically) and can apply word analysis skills to unfamiliar words accurately and efficiently. Automaticity and strong decoding skills allow the reader to focus attention on the meaning of a reading passage, which is key to reading with appropriate phrasing, expression, and comprehension.

*Automaticity* is defined as fast, accurate, and effortless word identification at the single word level. While automaticity is not the same as reading fluency, which refers to reading competence at the passage level, automaticity is a prerequisite for fluent reading. To promote students' automatic word recognition and proficiency in decoding, teachers should monitor students' acquisition of these skills until accuracy is achieved and then provide students with practice applying the skills well beyond the point of accuracy. A variety of strategies for promoting automaticity are discussed in the sections above. (See [*Core Content: Sight Words*](http://media.pearsoncmg.com/ab/ab_ab_nesguides_v1/elementaryedI/ch2_sight_words.html).)

*Fluency* involves not only fast and accurate word identification (reflecting automaticity) but also entails reading in phrase-length chunks and reading with expression, or "prosodic reading." Prosodic reading relies on the reader's active engagement in comprehending a text and his or her knowledge of print conventions that signal phrasing in a written text. Because fluent readers need not make a conscious effort to decode every word, they can direct their attention to the meaning of the text. Less fluent readers, however, often tend to read at a reasonable rate but inaccurately or very slowly and with limited comprehension. They may be devoting attention to the meaning of the text at the expense of attending sufficiently to the printed words, or they may read slowly and laboriously, focusing their attention on decoding the words accurately but with insufficient cognitive resources left for constructing meaningful phrases or attending to the overall meaning of the text. Some less fluent readers can recognize words automatically but nevertheless have not learned specific prosodic reading skills—they may ignore periods or other punctuation marks, read in monotone, or place equal emphasis on every word. When assessing students' fluency development and planning appropriate fluency instruction, teachers should be aware of the prerequisite and component skills of fluency and be able to recognize factors that can disrupt fluency, such as the reading level of a text or comprehension-related factors.

Teachers can use three key indicators of fluency to assess students' fluency development

* ***Accuracy.*** The student's ability to identify words in a text correctly.
* ***Rate.*** The student's ability to read at a rate appropriate for comprehension.
* ***Prosody.*** The student's ability to read in phrases and with expression that both supports and reflects comprehension of the text.

Following are important components of effective fluency instruction.

* ***Modeling fluent reading.*** Teachers can model fluent reading when reading aloud. Family members or other students who are skilled readers can also serve as good models.
* ***Providing explicit instruction in fluency.*** Teachers can read aloud a big book or another shared text and think aloud about prosodic aspects of the reading performance (e.g., interpreting punctuation in the printed text, using emphasis to express meaning). They should stress that reading at a conversational rate and with good phrasing, intonation, and expression supports reading comprehension. Students can also benefit from listening to and rereading along with audio-recorded stories while following along in the printed text.
* ***Providing students with opportunities to practice fluent reading using scaffolded fluency activities.*** A variety of guided oral reading techniques can provide assistance to students in developing fluency
  + ***Choral reading.*** All students, directed by the teacher or another student, read aloud together as a choir would sing together.
  + ***Echo reading.*** The teacher or a skilled student partner reads a text aloud sentence-by-sentence or line-by-line (in poetry), and has students chorally mimic his or her style.
  + ***Repeated reading.*** Students read a passage several times as their teacher offers suggestions of areas for improvement (e.g., accuracy, rate, rhythm, intonation, phrasing).
  + ***Paired reading.*** One student reads the text silently and then reads the passage aloud to his or her partner. The listener offers constructive feedback and the reader reads the text a second time.
  + ***Buddy reading.*** An upper-grade student or a more proficient reader takes turns reading aloud with a less skilled reader or listens to the less skilled reader read aloud and then offers constructive feedback or discusses what is happening in the text.
* ***Offering students ways to practice and perform.*** A great deal of practice helps young students develop automaticity and prosody.
  + ***Repeated reading.*** Students reread a passage they have previously practiced with their teacher or another skilled reader.
  + ***Reader’s theater.*** Students read a script from appropriate literature. Emphasis is on preparing to read with prosody in a dramatic performance of the text. Repeated practice in rehearsals helps students build fluency in a purposeful, authentic task.

[**Click here for Exercise 2.4: Reading Fluency**](http://wps.prenhall.com/chet_nes_v2demo_1/182/46815/11984690.cw/index.html)

<http://wps.prenhall.com/chet_nes_v2bridgedemo_1/185/47612/12188677.cw/index.html>

http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=readingmethods&clipID=RM\_03\_237.flv

► **Demonstrate knowledge of strategies for promoting phonics, word analysis, spelling, and fluency skills for diverse learners:** Familiarity with ways to promote literacy development for all learners through appropriately targeted or differentiated instruction is required.

You will be required to recognize effective interventions and differentiation strategies in phonics, word analysis, spelling, or fluency for students with learning disabilities or students who are struggling readers, English language learners, or developing readers who would benefit from targeted instruction in a specific reading skill. You may be asked to recognize specific areas of need based on students' performance.

### Core Content: Differentiated Instruction in Phonics, Word Analysis, Spelling, and Fluency Skills to Address the Needs of All Students

In a systematic, research-based approach to literacy instruction, teachers ensure that students master foundational skills before beginning instruction in more complex skills. With this approach, teachers must be able to use the results of informal assessments to determine the appropriate starting point for instruction or to plan targeted instruction for those students who may need additional support to master prerequisite or grade-level skills. Teachers should also be familiar with intervention or differentiation strategies for addressing students' demonstrated needs in these areas. In addition to providing targeted support to all developing readers, teachers should be aware of specific strategies for supporting the needs of diverse learners. Students from diverse backgrounds as well as those with learning disabilities or exceptionalities may require differentiated instruction and support in reading and writing. Early identification, early intervention, and careful monitoring are critical to promoting their success as readers and writers. As always, when providing differentiated instruction, teachers should: (1) help children understand why a particular strategy is useful, and (2) describe explicitly how the strategy should be used. Teacher demonstration, modeling, guided practice, and follow-up independent practice are critical factors for success.

**Working with English Language Learners**  
Students who have not learned to read in their primary or home language (most often students in this circumstance are entering the primary grades) face the challenge of acquiring the initial concepts and skills of literacy in a language they have not fully mastered—English. Very often, however, English language learners (ELLs) in the elementary grades are students who have recently arrived in the United States having already attended school in their home country. With effective differentiated literacy instruction, English language learners who have already developed literacy and academic skills in a home language can transfer previously developed literacy and academic skills to English. The elementary teacher should recognize that English language learners may need extra support in learning the sound system (i.e., phonemes), vocabulary, and grammar of spoken English, and the print concepts, spelling patterns, vocabulary, and sentence patterns of written English. In addition, English language learners may be asked to comprehend texts that require cultural knowledge that is different from their own. Research is still ongoing to find methodologies to meet the needs of English language learners but all agree that the teaching and learning strategies used should be characterized by culturally responsive teaching and sheltered English instruction. [Click here](http://www.alliance.brown.edu/tdl/elemlit/readingk3.shtml) to review sound strategies for working with English language learners.

**Working with At-Risk Readers and Writers**  
Students at risk for reading or writing difficulties may include some students with learning disabilities but will also include students who simply require differentiated support and extended practice to develop basic decoding and encoding skills, automaticity, and reading fluency. When planning differentiated instruction for these students, keep in mind the following considerations:

* ***Provide more instructional time.*** Students who struggle with reading need considerably more teacher-guided instructional time than other developing readers (Shanahan, 2003). Small-group or one-to-one instruction can provide the level of support most beneficial to struggling readers.
* ***Schedule regular times to meet and set up predictable instructional routines.*** Predictability benefits struggling readers and may help them raise their expectations for learning.
* ***Use systematic and explicit instruction.*** Research indicates that struggling readers and writers benefit from explicit, systematic, phonics-based approaches to foundational reading skills. Elementary teachers should determine the specific areas of need for students at risk, and ensure that direct instruction in these areas is provided.
* ***Ensure time for oral language activities.*** Students who struggle often have below-grade-level oral language skills. To build their background knowledge and vocabularies, provide them with many opportunities for purposeful listening, language interactions, and shared reading and writing experiences.
* ***Consider using technology to support instruction.*** Software programs and multimedia products (e.g., tutorials or books with audio-recordings) designed to promote oral language and other developing reading and writing skills may be used to supplement instruction by providing additional practice and feedback.

[**Click here for Exercise 2.5: Strategies for Diverse Learners**](http://wps.prenhall.com/chet_nes_v2bridgedemo_1/185/47612/12188694.cw/index.html)

<http://wps.prenhall.com/chet_nes_v2bridgedemo_1/185/47612/12188694.cw/index.html>

http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=multiculturaleducation&clipID=ME\_07\_182.flv

### Chapter 2: End-of-Chapter Exercises

The end-of-chapter exercises that follow will help you review this content and prepare for test questions about phonics, word analysis, spelling, and fluency. Links to additional study resources appear at the end of this study guide.

[**Click here for Chapter 2: End-of-Chapter Exercises**](http://wps.prenhall.com/chet_nes_v2demo_1/182/46815/11984672.cw/index.html)

<http://wps.prenhall.com/chet_nes_v2bridgedemo_1/185/47612/12188672.cw/index.html>

This activity contains 4 questions.

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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | Question 1. Six-year-old Bill said he could read the word *will* because it looked like his name. Bill used the strategy of: | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_1.gif | |  | |  |  | | --- | --- | |  | syllabic analysis. | |  | analogies. | |  | phonic analysis. | |  | morphemes. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | Question 2. Because fluent readers recognize many words automatically, they usually: | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_2.gif | |  | |  |  | | --- | --- | |  | devote more energy to decoding. | |  | prefer to read orally. | |  | substitute words as they read. | |  | devote more energy to comprehension. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/ps_bkgd_lower_left.gif |  | End of Question 2 |

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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | Question 3. Students are most likely to use conventional spelling in the: | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_3.gif | |  | |  |  | | --- | --- | |  | emergent reading and writing stage. | |  | fluent reading and writing stage. | |  | readiness reading and writing stage. | |  | beginning reading and writing stage. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/ps_bkgd_lower_left.gif |  | End of Question 3 |

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| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif | |  |  | | --- | --- | |  | Question 4. Although he knew that he should use a dictionary to find correct spellings, eight-year-old Nick said that he couldn’t find the words he needed for his composition. His teacher correctly told him that he should: | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/problem_type_4.gif | |  | |  |  | | --- | --- | |  | predict possible spellings for the words and then check the most probable spellings in the dictionary. | |  | always ask his teacher to find the words for him. | |  | use invented spellings and later ask his parents to correct his work. | |  | only use high frequency words which he can spell correctly. | | | http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/pixel.gif |
| http://wps.prenhall.com/wps/media/styles/1480/_skins_/D/default_silver/ps_bkgd_lower_left.gif |  | End of Question 4 |



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