



LANGUAGE-LITERACY INTERVENTION

Sample Lesson



Sparking the Shift from Reading Instruction to
Language-Literacy Development

BY BRUCE & KATHRYN HOWLETT

Your Students are Capable of Greater Language-Literacy Growth

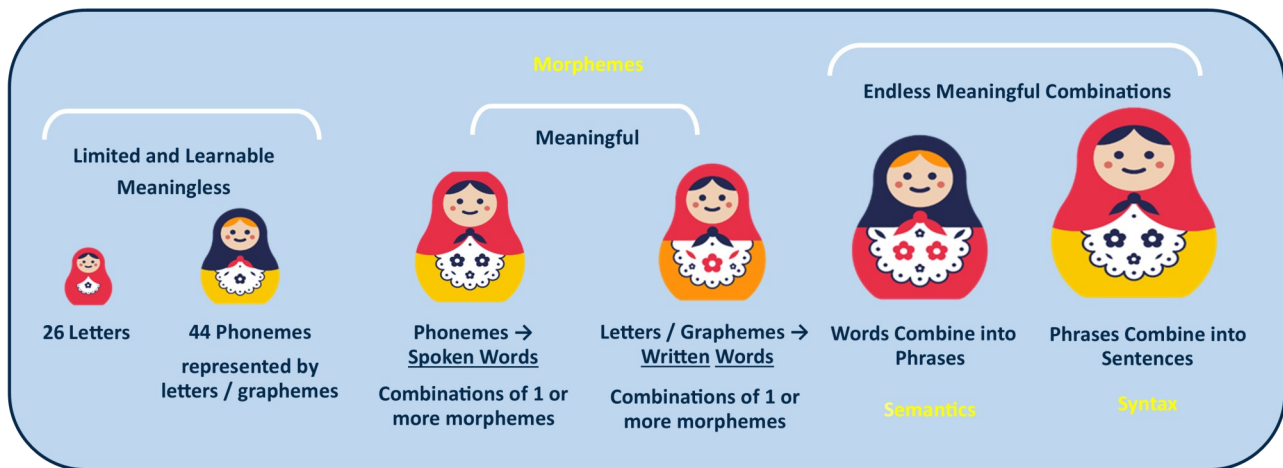
Let us show you how we take our students from sounds and symbols to reading and writing sentences by the end of the first lesson

Imagine offering your underperforming and delayed seven-to-seventeen y/o readers lessons that provide broad and deep literacy instruction while heightening their engagement. The key is **Integrated Language-literacy Development** which strengthens the underlying spoken language abilities that drive reading, spelling and writing growth.

Sparking the Reading Shift provides integrated language-literacy lessons based on current and converging research that clarifies the relationship between spoken and written language, not just letters and sounds:

- **Language and literacy development are inseparable** with the “Big Four” components of speech and related vocabulary knowledge **largely predicting and determining literacy progress** from decoding to comprehension.
- The Big Four are involved in every sentence you read and write -- **phonemes** (sounds), **morphemes** (meaningful word parts), **semantics** (meaningful words) and **syntax** (meaningful sentences).
- The Big Four are represented in written form, **orthography**, in a variety of ways that are often overlooked by traditional reading methods.
- The Big Four are best taught with orthography **simultaneously**, not as separate parts over months or years.
- The universal path to literacy starts by combining the three subunits of words—**Phonemes**, **Orthographic letters** and **Morphemes**, or **POM**, to create **Semantically meaningful words** — **POM + S**.
- Across all languages, meaningful words are combined to create **Syntactically meaningful sentences**—creating the universal formula literacy - **POM + SS**.

Sparking the Reading Shift develops POM + SS by guiding students from sounds to sentences in the first lesson. We follow the framework created by David Share in his groundbreaking paper, *Blueprint for a Universal Theory of Learning to Read*. The **common pathway** to literacy that **all students** take to read all forms of written language is **combinatorial**, which we call the **combining principle**. “The universal principle of writing systems is combinatorial... combining a limited and learnable set of rudimentary elements into an endless set of meaningful combinations.” A few dozen meaningless graphemes (letters) and phonemes combine to make thousands of morphemes. These combine into tens of thousands of words and countless sentences. Share represents the combining principle as a set of nested dolls, with the smaller dolls containing letters and sounds fitting inside the larger, meaningful structures:



Share states that in all languages readers **simultaneously** pass through two stages that clarify the relationship between pronunciation and meaning:

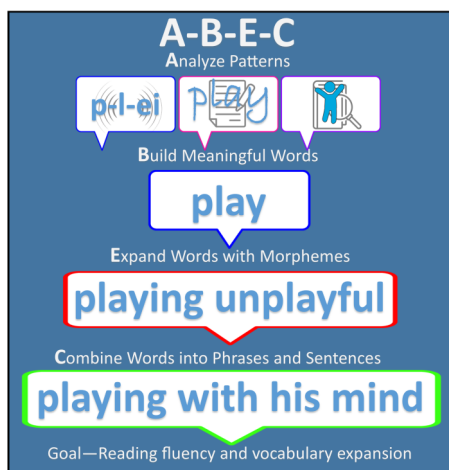
- **phonological transparency** - a “novice level” where words are pronounced automatically, on sight
- **morphological transparency** – an “expert level” where the meaning of words, all made from individual or sets of morphemes, are understood, on sight.

Sparking the Reading Shift develops both transparencies, leading to growth in decoding, spelling, and vocabulary growth. The lessons as develop the underlying processes needed for sight word reading, or orthographic mapping. Linnea Ehri, developer of this concept, showed that before words can be instantly and meaningfully read, free from laborious decoding, the spelling, meaning and pronunciation must first be “consolidated” in memory. This requires fusing spellings and sounds with morphemes, the overall goal of each lesson.

To achieve fusion of the POM parts as meaningful words in memory *Sparking the Reading Shift* integrates morphological activities starting in the first lesson because:

- Morphemes are the **fundamental units of literacy**, critical to word reading, fluency and comprehension
- All words are composed of one or more morphemes
- **English is a morpho-phonemic language:**
 - phonemes** provide guidance to **pronunciation**
 - morphemes** are the building blocks of **meaning**
- Phonemes are immediately translated into **spoken morphemes**, the building blocks of **spoken words**
- Phonemes are represented in print as **graphemes**, single or multiple letter combinations
- **Graphemes** combine to make **written morphemes**, the building blocks of **meaningful written words**
- The English spelling system has the **weakest letter-sound correspondences** of any alphabetic language, meaning that the pronunciation of words is variable—sign signature re-sign — heal health — social society
- In contrast, the relationship between spellings and morphemes is very strong—as with the above words

Sparking the Reading Shift turns these important concepts into practical lessons by taking students from phonemes, graphemes and morphemes to reading and writing sentences on day one. This offers delayed and disinterested readers a broad literacy experience that follows the path that proficient readers take to early literacy success.



This is achieved by the **A-B-E-C lesson format**:

A- Analyze words and recognize patterns to develop **word solving strategies**, so unfamiliar words are seen as composed of familiar sound, spelling and meaningful patterns

B- Build words from a large variety of **Phonemic** (sound), **Orthographic** (spelling) and **Morphological** (meaningful) parts, creating meaningful words (**Semantics**).

E- Expand these words into multisyllabic words by adding syllables and morphemes.

C- Combine words into phrases (going to the store, in a while), and then sentences.

- Each lesson starts with **decoding practice**, combining phonemes, graphemes and morphemes (**see p. 4 & 5**).
- Then single syllable word and pattern reading practice using onset-rime and pattern extenders (**p. 6 & 8**).
- This is followed by **word building activities using morphological matrixes** (**see right and p. 9 & 18**).
- Students then write the words in the table below, building a **morphological word family** — inform, transform, formal, reformed, etc.
- Then readers practice reading morphological word patterns (**p. 10 and 21**).
- Next, they analyze, write & read words with multiple syllables and morphemes (**p. 11 & 12**)
- Each lesson ends with practice reading, spelling and writing words in complex phrases and sentences (**basic level on p. 13-16, advanced level on p. 19 & 20**).

in		al
re		ly
trans	form	er
mis	(shape)	ed
de		
prefix	base	suffix

The rich lesson format of *Sparking the Reading Shift* also develops the self-teaching skills that successful **Word Detectives** use to figure out the pronunciation and meaning of unfamiliar words. This essential literacy skill allows proficient readers to teach themselves tens of thousands of sight, spelling and vocabulary words through secondary school — far more than can be explicitly taught. To turn all readers into word detectives who can solve the mystery of unfamiliar words requires understanding how phonemic, orthographic, morphological and semantic patterns combine to make up all words—regardless of length. Literacy is really that straightforward.

The following page lists the sequence of activities used in every lesson in *Sparking the Reading Shift: Language-literacy Intervention* (16 lessons) and *Sparking the Reading Shift: Language-literacy Enrichment* (12 lessons). The activities are taken from the first three lessons in both versions. Each lesson has about ten activities, each requiring between three and seven minutes. The short, varied activities keep attention focused and motivation high.

Sparking the Reading Shift: Language-literacy Intervention is for students who have had multiple years of reading instruction from a special education or reading teacher, or a tutor.

Sparking the Reading Shift: Language-literacy Enrichment (12 lessons) is for underperforming and disinterested readers, including those that read at grade-level or lack fluency.

From Sounds to Sentences in Every Lesson

To get a good feel for this different approach to literacy we strongly suggest that you find an adult or student and run through the activities in order. Or be your own student! You'll soon see how easy *Sparking the Reading Shift* is to teach and learn.

As you evaluate the following lesson we suggest you follow the words of a **Reading Shift** teacher:

"My first reaction was *my students can't read these words*. But soon I saw that these are exactly the words that I want my student to read. And I don't need to make up wordlists or activities."

1st Activity (p. 5) **Word Pattern Analysis** – Reading and analyzing single syllable words. Compare and contrast the subtle differences in sound, spelling and meaning using minimal contrast words (stamp—stomp).

2nd Activity (p. 6) **Onset-Rime Pattern Awareness**—Reading single syllable words with common endings. Expands sound-symbol relationships to larger chunks of text.

3rd Activity (p. 7) **Changing Sound, Spelling & Meaning**— Phonemic manipulation, serial substitution and spelling practice. Manipulate the sound, spelling and meaning of words using word chains.

4th Activity (p. 8) **Pattern Recognition and Expansion**—Reading longer word patterns by expanding simple patterns.

5th Activity (p. 9) **Building Words with Morphemes** — Creating, spelling and reading words with multiple morphemes. Students actively build morphological word families by analyzing a grid containing prefixes, suffixes and a base word. Builds spelling, sight word and semantic knowledge.

6th Activity (p. 10) **Complex Word Analysis** — Deeper understanding of multisyllable words. Analyze / develop awareness of words with multiple syllables and morphemes, then spell and write them.

7th Activity (p. 11) **Complex Word Analysis** — Analyze, spell and read words with multisyllabic and polymorphemic patterns. Students find common suffixes, base and prefixes or syllables, then write and read the words.

8th Activity (p. 12) **Multisyllable Word Sequencing** — reading and writing longer words. Students have to arrange words with multiple syllables and morphemes that are scrambled— haust - ex - ive. Linguistically challenging.

9th Activity (p. 13) **Comparing and Reading Phrases** — after single and multiple syllable word activities the next step is phrases. The instructor reads one of two similar phrases and asks the student to circle a key word in one of the phrases. Linguistically challenging.

10th Activity (p. 14) **Combining Words into Sentences** — after phrases it's time for sentences. Students read a four word sentence with the words out of order. They then read and write the words in order. Linguistically challenging.

11th Activity (p. 15) **Building Sentences from Phrases**— Advanced sentence reading and writing activity. Students are presented with a three-phrase sentence with the phrases out of order. They must read and figure out the correct syntactic sequence and write it in order. Later lessons use three scrambled sentences.

12th Activity **Sentence Pyramids** (p. 16) Last step in every lesson is reading sentences with multiple phrases. Like the onset-rime activity, this activity is structured to ensure success for even the most challenged reader.

Four advanced activities found later in both versions of *Sparking the Reading Shift*:

1. **Analyzing and Organizing Morphemes** (p. 17)
2. **Combining Phrases into Meaningful Sentences** (p. 18) includes two and three sets of three-phrase sentences
3. **Phrase Progression for Fluency** (p. 19) replaces **Sentence Pyramids** to increase fluence and comprehension
4. **Morpheme Expansion** (p. 20) reading words with more complex morphological structures

12	<input type="radio"/> /r/ in <u>p</u> rint	24	<input type="radio"/> /l/ in <u>b</u> land
11	<input type="radio"/> /r/ in <u>r</u> amp	23	<input type="radio"/> /r/ in <u>t</u> rap
10	<input type="radio"/> /l/ in <u>m</u> elt	22	<input type="radio"/> /t/ in <u>s</u> tep
9	<input type="radio"/> /t/ in <u>s</u> trap	21	<input type="radio"/> /k/ in <u>s</u> kip
8	<input type="radio"/> /l/ in <u>l</u> amp	20	<input type="radio"/> /l/ in <u>b</u> last
7	<input type="radio"/> /r/ in <u>b</u> rand	19	<input type="radio"/> /k/ in <u>s</u> kin
6	<input type="radio"/> /n/ in <u>p</u> ant	18	<input type="radio"/> /r/ in <u>c</u> rimp
5	<input type="radio"/> /p/ in <u>p</u> est	17	<input type="radio"/> /r/ in <u>g</u> rad
4	<input type="radio"/> /t/ in <u>b</u> ent	16	<input type="radio"/> /l/ in <u>s</u> lat
3	<input type="radio"/> /t/ in <u>s</u> tand	15	<input type="radio"/> /l/ in <u>f</u> led
2	<input type="radio"/> /l/ in <u>s</u> lag	14	<input type="radio"/> /t/ in <u>s</u> tem
1	<input type="radio"/> /l/ in <u>f</u> lag	13	<input type="radio"/> /l/ in <u>p</u> lan

Word Pattern Analysis

Skillful Sound-Spelling-Meaning Analysis
“Reading English requires that we pay extra attention to how words sound and are spelled. In each pair of words you will circle a letter in one of the words as you say the sound.”

“Circle the letter that makes the /l/ in *flag*. What word did you circle?”

1

frog
flag

9

slap
strap

17

glad
grad

2

snag
slag

10

meld
melt

18

clap
crimp

3

slant
stand

11

ramp
lamp

19

skin
slim

4

bent
bend

12

plant
print

20

blast
brass

5

best
pest

13

plan
pram

21

skip
slip

6

pant
pint

14

slam
stem

22

step
slip

7

blend
brand

15

fled
fret

23

trim
trap

8

lamp
ramp

16

slat
stat

24

blend
bland

Onset-Rime Pattern Awareness

Learning to Recognize Familiar Parts in Unfamiliar Words

Directions: “Each column begins with a common ending pattern. See if you can add the beginning sound(s) to the words with this pattern. Read the column again to improve your fluency.”

Assistance: Read the first rime pattern, then ask the student to add the first sound in the second word. If more help is needed, read the column and ask the student to re-read it.

ight	oke	arge	etch
light	poke	large	fetch
ight	oke	arge	etch
fight	spoke	barge	ketch
ight	oke	arge	etch
flight	joke	sarge	retch
ight	oke	ance	etch
fright	broke	lance	sketch
ight	oke	ance	etch
spright	bloke	stance	stretch

14	mint	slit
13	/ / in <u>l</u> int to /m/	/o/ in <u>s</u> lot to /i/
12	/s/ in <u>l</u> ist to /n/	/k/ in <u>c</u> lot to /s/
11	/a/ in <u>l</u> ast to /i/	/p/ in <u>c</u> lop to /t/
10	/p/ in <u>p</u> ast to /l/	/r/ in <u>c</u> rop to /l/
9	/m/ in <u>m</u> ast to /p/	/d/ in <u>d</u> rop to /k/
8	/i/ in <u>m</u> ist to /a/	/i/ in <u>d</u> rip to /o/
7	/oa/ in <u>m</u> ost to /i/	/t/ in <u>t</u> rip to /d/
6	/p/ in <u>p</u> ost to /m/	/m/ in <u>t</u> rim to /p/
5	/e/ in <u>p</u> est to /oa/	/p/ in <u>p</u> rim to /t/
4	/b/ in <u>b</u> est to /p/	/a/ in <u>p</u> ram to /i/
3	/n/ in <u>b</u> ent to /s/	/t/ in <u>t</u> ram to /p/
2	/s/ in <u>s</u> ent to /b/	/p/ in <u>t</u> rap to /m/
1	/d/ in <u>s</u> end to /t/	/i/ in <u>t</u> rip to /a/

"Tell me the word you get if you change the ..."

Changing Sound, Spelling & Meaning
Phonemic—Orthographic—Morphological

"This is **send**. Tell me the word you get if you change the /d/ to a /t/. Now say each sound in the word as you write it."

Help with spelling and pronunciation, as needed.

1	s	e	n	d
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

1	t	r	i	p
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

Pattern Recognition and Expansion

Analyzing and Building Patterns

Directions: “Read down each column until you can read the words smoothly.”

Assistance: Read the whole column to the student. Then ask the student to re-read it.

ump

am

lap

old

lump

amp

clap

cold

lamp

ramp

clam

scold

amp

cramp

slam

sold

ant

clamp

slap

bold

pant

lamp

lap

bolt

plant

amp

slap

blot

plan

damp

slip

lot

clan

dam

lip

clot

can

am

clip

clog

1	helping	1	actor
2	helper	2	active
3	helpless	3	react
4	helpful	4	inactive
5	unhelpful	5	reactive
6	helplessly	6	reacting
7	helped	7	reacted
8	helpfully	8	inaction

Building Words with Morphemes

Building Meaningful Words

Directions: “We’re going to build words using morphemes, the meaningful parts of words. I’ll show you how to do the first word, *helping*. Then you try building some words you know by drawing lines between the parts. Then write the words in the boxes below. If you can’t find seven more words then I’ll give you suggestions. Finally, use two of the longer words in sentences.”

un	help	ful — ly
		ing
		er
		less — ly
		ed
prefix		suffix

re	act	or ion
in		ive
		ing
		ed
	base	suffix

Morphological Word Families**Building Vocabulary by Expanding Morphemes**

“The words in each column have related meanings. First, read the base word at the top of the column. Use it in a sentence. Then slowly read down the column, thinking about how the words are related.”

Assistance: Adding a suffix to a word often changes its pronunciation, such as in *heal-health*, *sign-signature* and *create-creature*. Point out these shifts to students. To keep a focus on meaning and not just accuracy, occasionally ask your student how two of the words are related.

trap	cut	jump	pull	act
traps	cuts	jumps	pulls	action
trapped	cutter	jumped	pulled	acting
trap	cut	jump	pull	act
trapping	cutting	jumping	puller	actor
trapper	cuttings	jumper	pulling	actress
trap	cut	jump	pull	act
rattrap	uncut	jumpers	pully	acted
rattraps	miscut	outjump	pullup	acts
play	help	love	pick	drip
plays	helps	loves	picks	drips
played	helped	loved	picked	dripped
play	help	love	pick	drip
playing	helper	loving	picking	dripping
player	helping	lover	picker	dripper
play	help	love	pick	drip
playoff	helpful	unloved	pickup	dripless
replay	unhelpful	lovely	pickoff	drippier

	Left	Right
1	land	over
2	up	act
3	ing	flow

Complex Word Analysis

Building Words from Syllables & Morphemes

“Syllables divide words by sound while morphemes are the meaningful parts of words. Both types of word parts help you figure out the pronunciation and meaning of unfamiliar complex words.”

“Each word contains one or more of the three syllables or morphemes listed in the table to the left.”

“First, circle *land* in as many words as you can. Next, circle *up*. Now find and circle *ing*. Say the word part as you circle it. Finally, write the word and then read it to me.”

	Write Then Read
upland	
marking	
landmark	
inland	
check up	
parkland	
cracking	
landing	
lowland	
crack up	
planing	
crossing	
back up	

	Write Then Read
overact	
backflow	
action	
overcome	
flowchart	
acting	
overflow	
actress	
cashflow	
overdo	
acted	
flowing	
react	

Apply understanding of spoken language to written words

B—Building Multisyllable Words Longer words are made from simpler parts

All the Words You Need

1	obstruction
2	exhaustive
3	preorder
4	objection
5	specialty
6	concurring
7	zippered
8	ordering
9	objective
10	expertise
11	reconstruct
12	discarding

Multisyllable Word Sequencing

Building Words from Syllables & Morphemes

Syllables are parts of words defined by their sound patterns. Recognizing and sequencing syllables promotes fluent multisyllable word reading.

Read the word to the student from the list to the left, asking him/her to repeat it. Then the student says each syllable in the mixed up order. The student then writes the syllables in order and reads it.

Write Then Read

1	ob	ion	struct
2	haust	ex	ive
3	der	pre	or
4	ob	ject	ion
5	spec	ty	ial
6	con	ing	curr
7	zip	per	ed
8	or	ing	der
9	ive	ject	ob
10	ise	ex	pert
11	struct	re	con
12	ing	card	dis

Turn multisyllable words into phrases!

A — Analyzing Words in Phrases
Structured for Immediate Success

8	favorite bedtime routine	16	a brave trip in a new land
7	perfect rainy day exercise	15	swimming in the warm pool
6	learn about pocket money	14	great way to express myself
5	skipping rope in the dirt	13	growing flowers is magical
4	watch the clouds drift by	12	build sand forts at the beach
3	my favorite exercise	11	pictures with bright colors
2	playing with her new puppy	10	read books before nighttime
1	tumbling on the floor	9	make trips less enjoyable

Comparing & Reading Phrases

Precise Word Analysis

Directions: Ask the student to read the two sets of phrases to you, correcting any mistakes. Then read one of the sets and ask the student to circle the word in bold. “Number one, circle *tumbling* in *tumbling on the floor*. Now read that phrase.”

1 jumping on the floor
tumbling on the floor

9 make trips more enjoyable
make trips less enjoyable

2 playing with her new puppy
playing with his new puppy

10 read books before bedtime
read books before nighttime

3 my favorite exercise
my favorite exertion

11 pictures with bright colors
pictures with light colors

4 watch the clouds drift by
wish the clouds to drift away

12 build sandcastles at the beach
build sand forts at the beach

5 skipping rope in the drive
slipping the rope in the dirt

13 growing flowers is magical
moving flowers are magical

6 earn some pocket money
learn about pocket money

14 great way to express myself
great way to stress myself

7 perfect rainy day activity
perfect rainy day exercise

15 swimming in the warm pool
swimming in the worm pool

8 favorite bedtime routine
favorite nighttime routine

16 a brave trip in a new land
a boring trip in a new land

1	Children play games outside happily.	7	Let's hang out on the steps.
2	Cats chase mice for fun.	8	I play video games with my friends.
3	Trees provide shade on hot days.	9	They play basketball after school.
4	Rainbows appear after the rain.	10	The moon glows in the dark sky.
5	John snacks while he studies.	11	Rivers flow smoothly through the valley.
6	He reads books for pleasure.	12	Bees buzz over the flowers.

Combining Words into Sentences

Creating Meaningful Sentences

Directions: Ask the student to say the words in the order they appear in the line. Then ask the student to put the words in sentence order by continually reading the words out loud. When the student says the words in correct order have him/her write the meaningful sentence.

Assistance: Help the students with words that are difficult. Tell the student the first word as a hint.

Read and Write

1	play games	children	outside	happily	
2	for fun	cats	mice	chase	
3	provide	trees	shade	on hot days	
4	the rain	rainbows	appear	after	
5	John	while he	snacks	studies	
6	he reads	for	books	pleasure	
7	let's	hang out	steps	on the	
8	video games	I play	with my	friends	
9	basketball	they play	school	after	
10	the moon	glows	sky	in the dark	
11	rivers flow	through	smoothly	the valley	
12	bees	flowers	buzz	over the	

Building Sentences From Phrases

Foundational Combining Practice

Turning phrases into sentences is an important writing achievement. First, ask the student to read the three phrases. Then have the student arrange the phrases orally into a meaningful sentence. Finally, the student writes the sentence on the lines, below.

Assistance: Either help with challenging words or, if needed, read the phrases to the student. If the student still struggles, tell him or her the first phrase and let them complete the sentence.

plays

the young girl

in the garden

the young girl

while riding to school

likes to sing

the deep blue sea

the old ship

sailed across

the fast car

by our bus

past quickly

My new kitten

rolls

on the green grass

Sentence Pyramids

Instant Sentence Reading

“Read each line smoothly, repeating lines, if needed. Ask for help with words that are challenging. Reread the final sentence without excessive effort.”

The red
The red can
The red can had a
The red can had a dent on
The red can had a dent on its
The red can had a dent on its top.

Can you
Can you help
Can you help him
Can you help him act
Can you help him act in the
Can you help him act in the play?

I plan
I plan to get
I plan to get my sled
I plan to get my sled and slide
I plan to get my sled and slide on the
I plan to get my sled and slide on the hill.

He will
He will put the
He will put the ball
He will put the ball on the
He will put the ball on the bed
He will put the ball on the bed by the wall.

End of activities from first three lessons.

Each successive lesson provides reading, spelling and writing practice with **more challenging words**.

Four activities are added starting in lesson five (of 16 lessons) of *Sparking the Reading Shift: Language-literacy Intervention* and lesson four (of 12 lessons) of *Sparking the Reading Shift: Language-literacy Enrichment*

Following Examples:

1. Analyzing and Organizing Morphemes

2. Combining Phrases into Meaningful Sentences— includes two and three sets of phrases to turn into sentences

3. Phrase Progression for Fluency— replaces *Sentence Pyramids* to increase fluence and comprehension

4. Morpheme Expansion — reading words with more complex morphological structures

Analyzing and Organizing Morphemes

Learning How Words Are Constructed

Directions: “First, circle the base or root in each word. Then divide the word up into morphemes—the meaningful parts— by putting a + sign between each part. Then write each prefix and suffix in the table, one time. Ask for or provide definitions for unfamiliar words.

This is an completed example

re		s
in	spect	able
dis	spec	ing
prefix	(to look at)	ion
		or
		suffix

respects = re + spect	inspects = in + spect + s
inspection <small>ion is a morpheme</small> = in + spect + ion	inspecting = in + spect + ing
disrespect = dis + re + spect	inspectable = in + spect + able
inspector = in + spect + or	spectator = spect + ator

	move	
prefix		suffix

remove =	unmovable =
moving =	remover =
unmoved =	moves =
movement =	moved =

Combining Phrases into Meaningful Sentences

Sentence Comprehension is the Gateway to Reading Comprehension

Phrases are an important and often overlooked part of language. First, ask the student to read down each column, helping with challenging words. Then ask the student to build a meaningful sentence by drawing lines between related phrases. The student then writes the sentence, below. Continue for next two sentences.

Assistance: Read each column again for the student. If the student still struggles combine two of the phrases and

Running in the park	is hard	with my net.
Learning chess	I chased butterflies	but interesting.
The green grass	tickles my feet	as I run barefoot.

Suddenly feeling ill,	stirred the ingredients	into the gigantic pot.
My little brother	Jan grabbed her phone	to draw more.
The beautiful picture	sparked my desire	to call her mother.

Acting unpleasantly,	John yelled at the girls	which was disrespectful.
In the classroom,	Aria ordered	a beautiful picture.
Feeling hungry,	Ryan draws	an egg salad sandwich.

Phrase Progression for Fluency

Reading words in phrases moves students from word-by-word reading towards fluent sentence reading.
“Read each line of words smoothly, pausing briefly at each hyphen mark. Then read each line again without

The brave astronauts

The brave astronaut / in the spaceship

The brave astronaut in the spaceship / explored

The brave astronaut in the spaceship explored / the vastness / of outer space

The brave astronaut in the spaceship explores the vastness of outer space / for a week.

The brave astronaut in the spaceship explores the vastness of outer space for a week.

The shiny key

The shiny key / in my pocket

The shiny key in my pocket / unlocks

The shiny key in my pocket unlocks / the mysterious treasure chest

The shiny key in my pocket unlocks the mysterious treasure chest / filled with

The shiny key in my pocket unlocks the mysterious treasure chest filled with gold coins.

Let's sketch

Let's sketch / a picture

Let's sketch a picture /of the scene

Let's sketch a picture of the scene / out that window.

Let's sketch a picture of the scene out that window / of the big tree.

Let's sketch a picture of the scene out that window of the big tree.

He taps

He taps / the blocks down

He taps the blocks down / to make them flat

He taps the blocks down to make them flat / and sweeps the sand

He taps the blocks down to make them flat and sweeps the sand / off the path.

He taps the blocks down to make them flat and sweeps the sand off the path.

Morpheme Expansion

Turning Simple Base Words into Multi-morphemic Words

Directions: “First, underline the base word in a column. Then read down the column, repeating any words that slow you down. Finally, use three of the words in a sentence. Do you see that the words have related meanings? Repeat for each of the other columns.”

Assistance: If the student struggles with a word, read it to him, pausing between morphemes.

heal	help	form	joy	grow
health	helps	shape	enjoy	grows
healthy	helping	forms	enjoyed	grower
healing	helped	inform	enjoying	growing
heals	helper	informed	joyful	regrow
healed	helpers	informs	joyfully	regrowing
unhealthy	helpful	reform	joyless	growth
unhealthily	unhelpful	reforms	overjoy	overgrowth
unhealed	helpfulness	reforming	overjoyed	ungrown
unhealable	helpings	transform	unjoyful	undergrowth
		transformer		



Sparking the Fluency Shift— Effortless, Enjoyable and Enriching Reading Experiences
Reading practice for ***Sparking the Reading Shift*** and for
all students who would benefit from greater fluency

We want our readers to progress beyond the levels seen with decodables and leveled books. These approaches don't reflect our best understanding of fluency development. So, we created ***Sparking the Fluency Shift***, a collection of 36 short stories arranged by accurate measures of readability.

Each story is only slightly more challenging than the preceding story, creating small steps between levels. There are up to eight levels for each grade. Readers commonly move up a level every week or two rather than waiting months as with popular leveling approaches. This provides both the student and teacher with much-needed motivation and frequent positive feedback.

Each story is preceded by two pages of **rehearsal practice**, which takes advantage of the power of repeated reading by exposing readers to the more challenging words, phrases, and sentences before they read a story. The activities also develop the accuracy, effortlessness and expression / prosody that support fluent reading. Students then read the following story with greater ease and comprehension. This allows ***Sparking the Fluency Shift*** to provide challenging text that expands a reader's capabilities without added frustration.

The 36 stories range from beginning first grade to a solid sixth grade level. Students who read at grade-level, the 50th percentile, have more in common in terms of fluency and comprehension with struggling readers than they do with proficient readers. In fact, proficient readers often read two or three grade levels above their actual grade. The stories in *Sparking the Fluency Shift* provide a pathway for all students to achieve above grade level reading success without additional prep time. More at ReadingShift.com or email Bruce@ReadingShift.com for three free stories, complete with rehearsal practice.