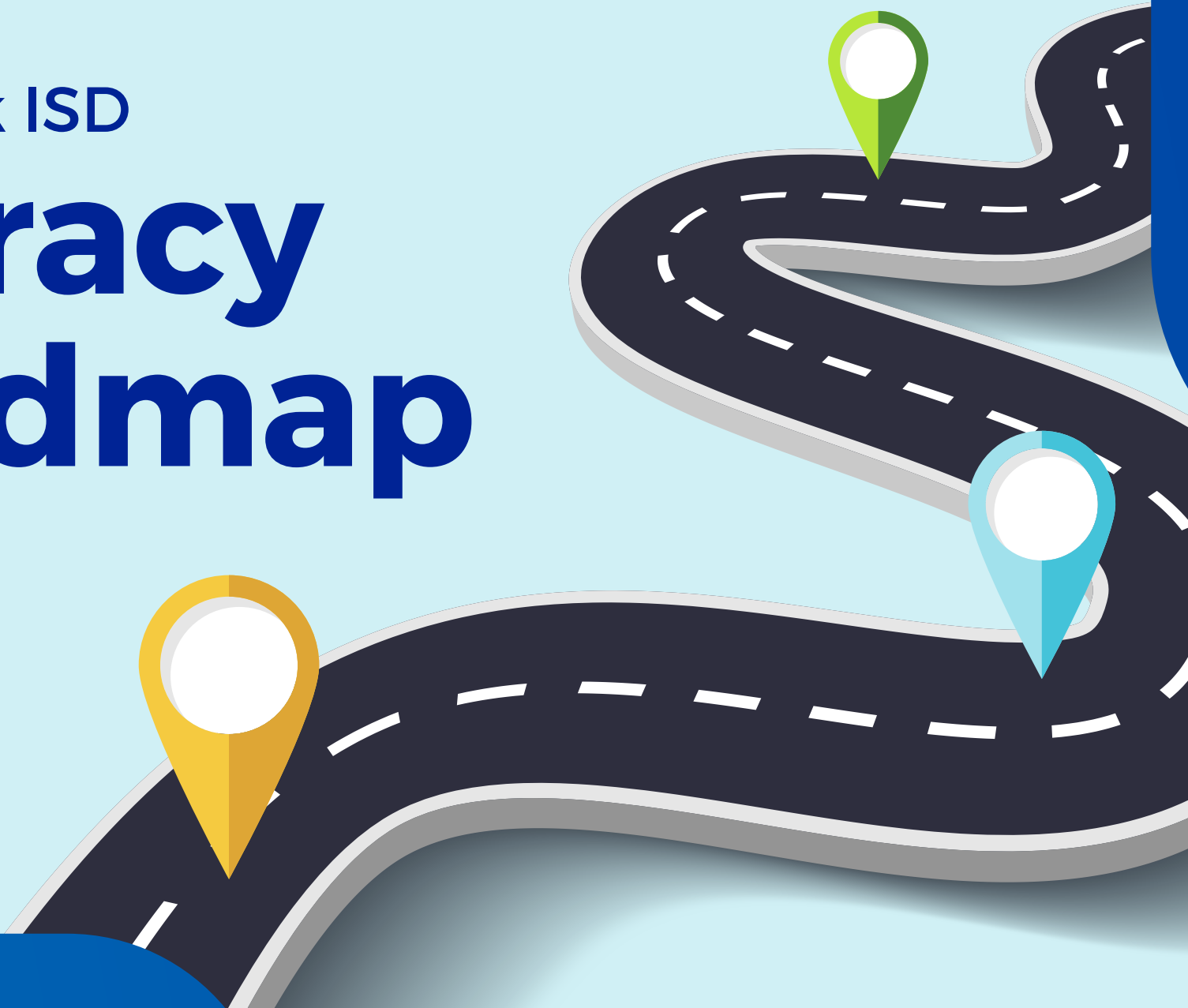
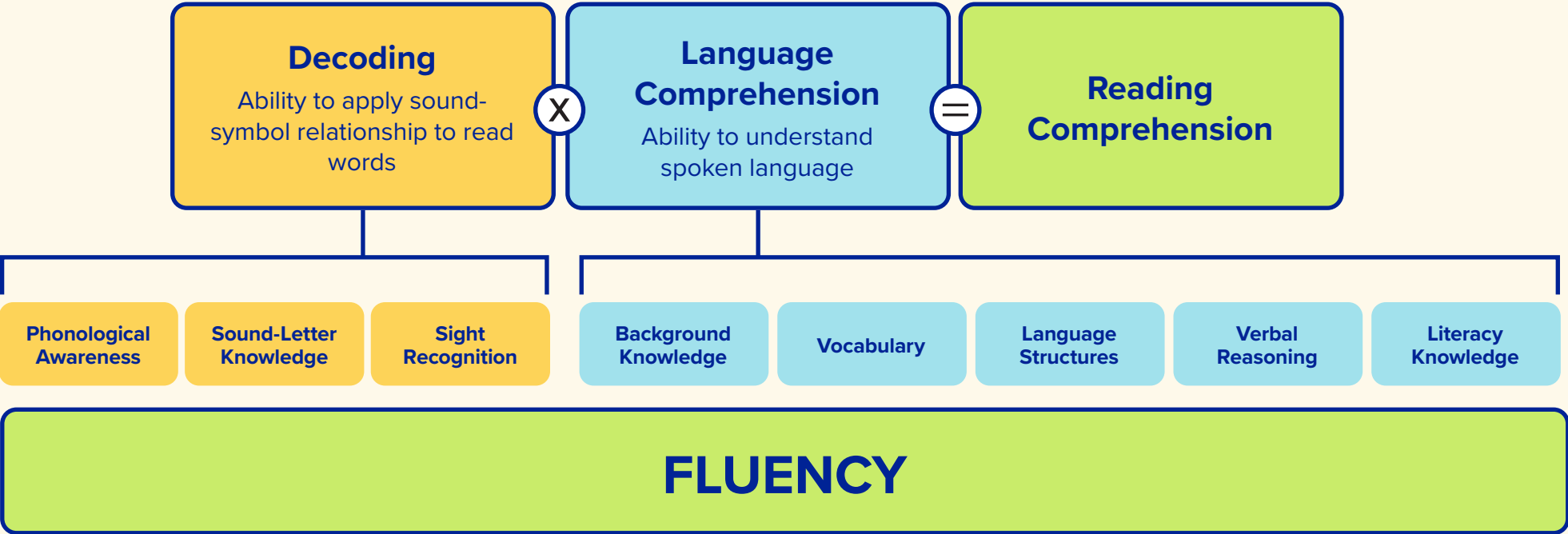


Clear Creek ISD

# Literacy Roadmap



# Simple View of Reading



# Questions to Consider

## Overall

What are the strengths of the student?

Where is the student experiencing difficulty? Decoding words or understanding language? Or both?

## Decoding

Which subcategory could help support the student in decoding?  
Phonological Awareness?  
Sound-Letter Knowledge? Sight Recognition?

## Language Comprehension

Which subcategory could help support the student in Language Comprehension? Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, Literacy Knowledge?

## Fluency

How fluent is the reader?  
Is the reader fluent on grade-level texts?

# Where do we start?

Have decoding skills been mastered?

YES

NO

Decoding

Phonological Awareness

Sound-Letter Knowledge

Sight Recognition

Is fluency on grade level?

YES

NO

Fluency

Decoding

Phonological Awareness

Sound-Letter Knowledge

Sight Recognition

Levels of Fluency

Language Comprehension

Vocabulary

Language Structures

Literacy Knowledge

Language Comprehension

Comprehension Skills

Language Comprehension

Vocabulary

Verbal Reasoning

Background Knowledge



# Decoding

ABILITY TO APPLY SOUND-SYMBOL RELATIONSHIP TO READ WORDS



# Phonological Awareness

Simplest		Complex				Most Complex									
Word	Syllable					Onset/Rime				Phoneme					
Sentence Segmentation Counting words in a sentence. i.e. "I-like-to-play."	Alliteration "Silly Sally"	Blending- Compound "Cup-Cake= cupcake"	Blending- Multisyllabic "/fab/- /rik/ =fabric"	Segmentation- Compound "Basketball= Basket- ball"	Segmentation- Multisyllabic "adventure= /ad/-/ven/-/ture/"	Deletion "pancake - remove /cake/ = pan"	Rhyme Detection "head, bed- do those rhyme?"	Rhyme Generation What rhymes with frog?	Blending /c/-/ar/= car	Segmentation box= /b/- /ox/	Isolation What is the first sound in man?	Blending /s/ /i/ /t/ = sit	Segmentation stop = /s/ /t/ /o/ /p/	Deletion ran - remove /r/ = an	Manipulation Say cat. Change /t/ to /p/. The new word is cap.

\*Alliteration and Basic Rhyming can be developed prior to sentence segmentation or overtime in the early grades. The priority should be on learning the "power skills" of blending and segmenting from simplest to most complex.

Each skill along this continuum progresses in difficulty. Instruction should follow the continuum in order for students to use prerequisite skills to master the subsequent skills.





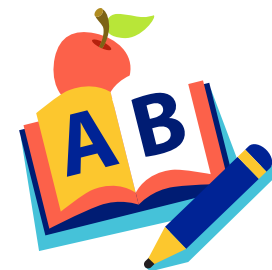
# Sound-Letter Knowledge

Alphabetic Principle	Phonics												Structural Analysis						
Letter Names and Shapes- Uppercase	Letter Names and Shapes- Lowercase	Matching Uppercase to Lowercase	Matching Sound to Letter	Closed Syllable Type -CVC rat	Consonant Digraphs in Closed Syllable ship, chat, fish	Consonant Blends in Closed Syllable snap, star, list	Multisyllabic Words with Closed Syllable- VCCV Syllable Division Rule sunset, picnic, rabbit	Vowel-Consonant-e (CVCe) Syllable Types rope, lake	Syllable Division Rule VCW/ CV and VCN famous, limit	Schwa Sound - /uh/ sound banana, alone	Multisyllabic Words with Blends and Digraphs faster, cricket, elephant	Vowel-R Syllable Types third, farmer, market	Vowel Pair Syllable Type- Vowel Digraphs green, peak, boat	Vowel Pair Syllable Type- Vowel Diphthongs spoil, loud	Syllable Division Rule - V/V lion, giant	Final Stable Syllable Type - Cle can-dle, hur-dle	Morphemes	Roots and Affixes	Word Origin

Sight recognition: As readers become more proficient in decoding and recognizing high frequency words, they begin the process of orthographic mapping which increases their sight vocabulary of words they can recognize automatically without having to go through the decoding process. As they gain sight recognition of words, they begin to become a more fluent reader.

Each skill along this continuum progresses in difficulty. Instruction should follow the continuum in order for students to use prerequisite skills to master the subsequent skills.





# Decoding

Emergent	Early	Transitional	Skilled
<ul style="list-style-type: none"> <li>• Begin connecting sounds with common consonant sounds and short vowel sounds.</li> <li>• Begin reading closed and open syllable words.</li> <li>• Begin reading high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Continue practicing closed and open 1 syllable words with blends, diagraphs, and trigraphs.</li> <li>• Begin reading CVe, vowel teams, and R controlled vowel words.</li> <li>• Begin reading words with suffixes.</li> <li>• Begin reading words with consonant (c,g,s) and vowel (y) variations. Begin reading contractions and abbreviations.</li> <li>• Continue building high frequency word knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue building automaticity with words representing each of the syllable types in multisyllable words with various blends, digraphs, and trigraphs.</li> <li>• Begin reading words including various final stable syllables.</li> <li>• Begin reading words with silent letter combinations</li> <li>• Begin using syllable divisions principles to read multisyllabic words.</li> <li>• Continue building flexibility in reading texts with words including consonant and vowel variations. (c, g, s, y, schwa) Flexibly read words with various suffixes, abbreviations, contractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency with multisyllabic words with various spelling patterns.</li> <li>• Fluency with morphological units of words including prefixes and suffixes.</li> <li>• Continue to practice and apply syllable division principles with challenging multisyllabic words.</li> </ul>

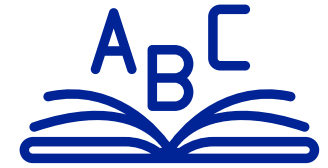
**Decoding is a skill that is developed in multiple grade levels. These are examples of things you might see in each stage.**





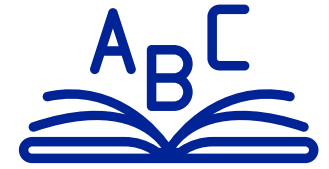
# Language Comprehension

ABILITY TO UNDERSTAND SPOKEN LANGUAGE

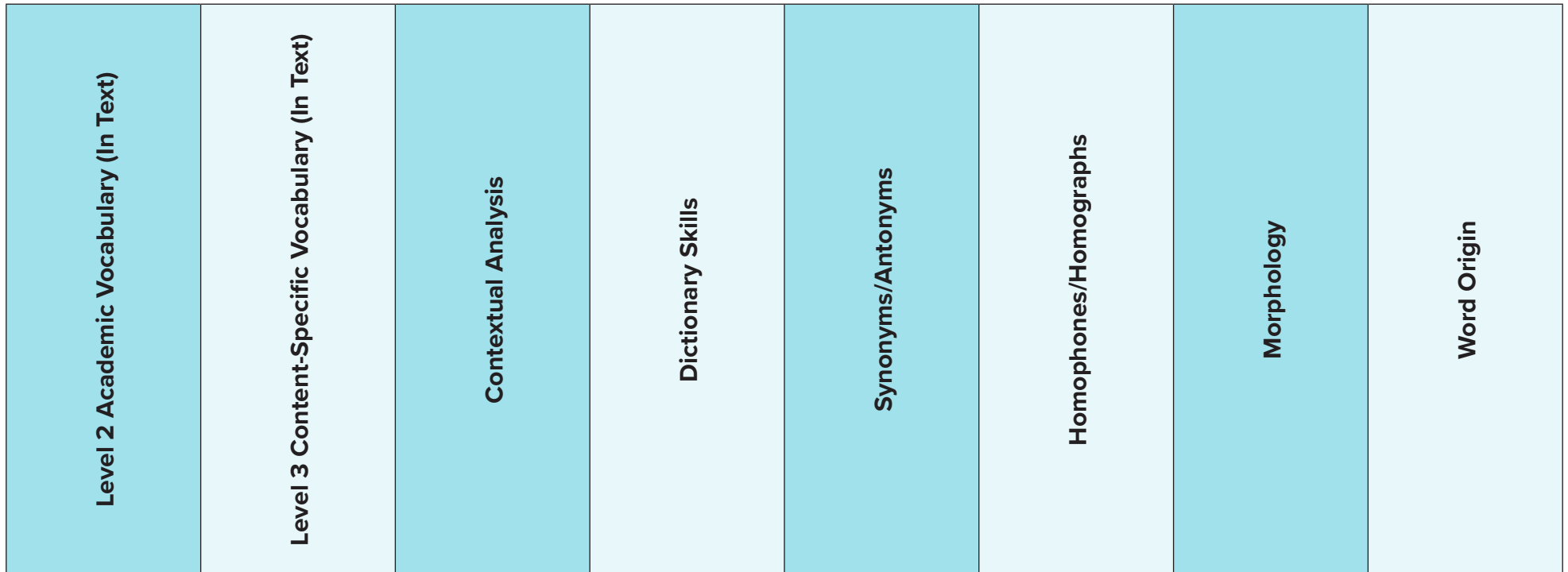


# Language Comprehension

Background Knowledge	Language Structures	Verbal Reasoning	Literacy Knowledge	Vocabulary
<p>The more you know about a topic, the easier it is to read a text, understand it, and retain the information.</p>	<p>How words and sentences work together to make sense and connect ideas in a text to his or her background knowledge. Example: grammar, sentence structures, and semantics (meaning).</p>	<p>A form of problem-solving around words and language.</p>	<p>Skills that support reading such as concepts of print (how reading works, left to right, top to bottom-sections, chapters) and knowing about different genres of texts.</p>	<p>Word knowledge + world knowledge (See Stages of Vocabulary)</p>



# Stages of Vocabulary



Note: Level 1, or basic vocabulary, may be necessary instruction for EB students



# Fluency and Reading Comprehension

**FLUENCY** ABILITY TO READ TEXTS AT APPROPRIATE RATE, WITH ACCURACY, EXPRESSION, AND APPROPRIATE PHRASING , AND WITHOUT SIGNIFICANT WORD-RECOGNITION DIFFICULTIES.

**READING COMPREHENSION** ABILITY TO UNDERSTAND WHAT IS READ

**FLUENCY** ABILITY TO READ TEXTS AT APPROPRIATE RATE, WITH ACCURACY, EXPRESSION, AND APPROPRIATE PHRASING , AND WITHOUT SIGNIFICANT WORD-RECOGNITION DIFFICULTIES.



# Levels of Fluency

<b>Pictures</b>	<b>Letters</b>	<b>Words</b>	<b>Phrases</b>	<b>Connected Text</b>	
Rate	Rate	Rate	Rhythm Intonation	Rate	Rhythm Intonation

**Fluency is embedded in all components of the road map. Increased fluency leads to reading comprehension.**



# Comprehension Skills

Listening Comprehension	Monitoring Comprehension	Foundational Comprehension	Advanced Comprehension
<ul style="list-style-type: none"> <li>• Metacognitive strategies</li> <li>• Foundational comprehension</li> <li>• Advanced comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Metacognitive strategies                             <ul style="list-style-type: none"> <li>– Make connections to text</li> <li>– Visualize</li> <li>– Predict</li> <li>– Question</li> <li>– Determine important ideas</li> <li>– Infer</li> <li>– Synthesize information</li> </ul> </li> <li>• Fix-up Strategies                             <ul style="list-style-type: none"> <li>– Reread</li> <li>– Read Aloud</li> <li>– Stop and think</li> <li>– Adjust reading rate</li> <li>– Check pictures, charts, etc.</li> <li>– Read ahead</li> <li>– Find out meaning of unknown words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify genre</li> <li>• Identify story elements</li> <li>• Character traits</li> <li>• Use text features to locate information</li> <li>• Sequence of events</li> <li>• Difference between a fact and opinion</li> <li>• Identify central idea and details (informational text)</li> <li>• Draw conclusions and provide evidence from text</li> <li>• Determine word meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>• Text structure (organizational pattern)</li> <li>• Analyzing within a different genre</li> <li>• Author’s purpose</li> <li>• Author’s point of view</li> <li>• Inference</li> <li>• Summarizing</li> <li>• Author’s craft, such as                             <ul style="list-style-type: none"> <li>– Foreshadowing</li> <li>– Flashbacks</li> <li>– Figurative language</li> <li>– Rhetorical devices</li> </ul> </li> <li>• Comparing one text to another (including across genres)</li> <li>• Roles and function of characters in plot and their relationships and conflicts</li> </ul>
<p><b>Skills that lay ground work for Foundational &amp; Advanced comprehension</b></p>		<p><b>Skills that build Advanced comprehension</b></p>	<p><b>Goal</b></p>

# References

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**Reading Rockets** <https://www.readingrockets.org/>

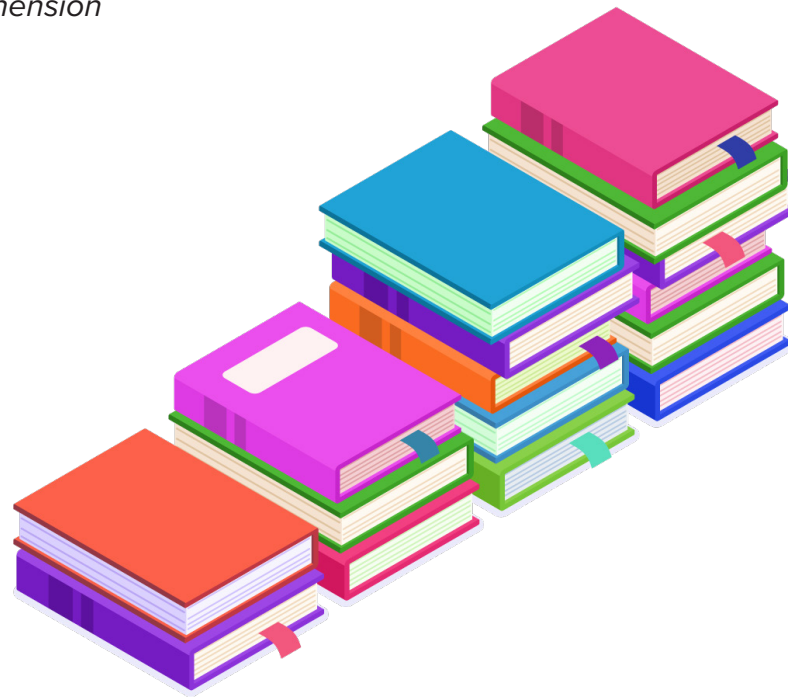
**Region IV Service-Center** - *Pathways to Reading Comprehension*

**Texas Education Agency** - *Reading Academy*

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# Literacy Roadmap



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