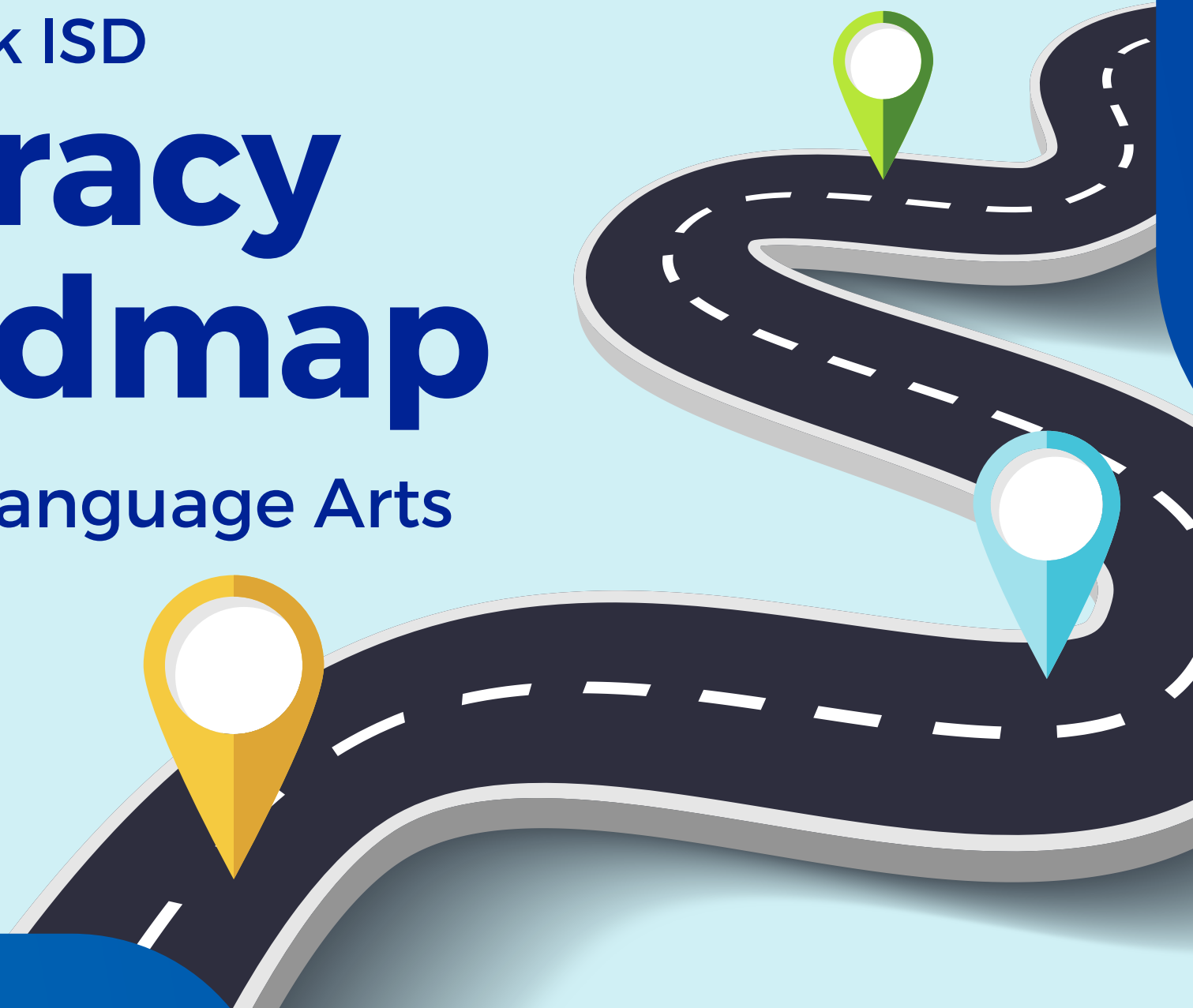


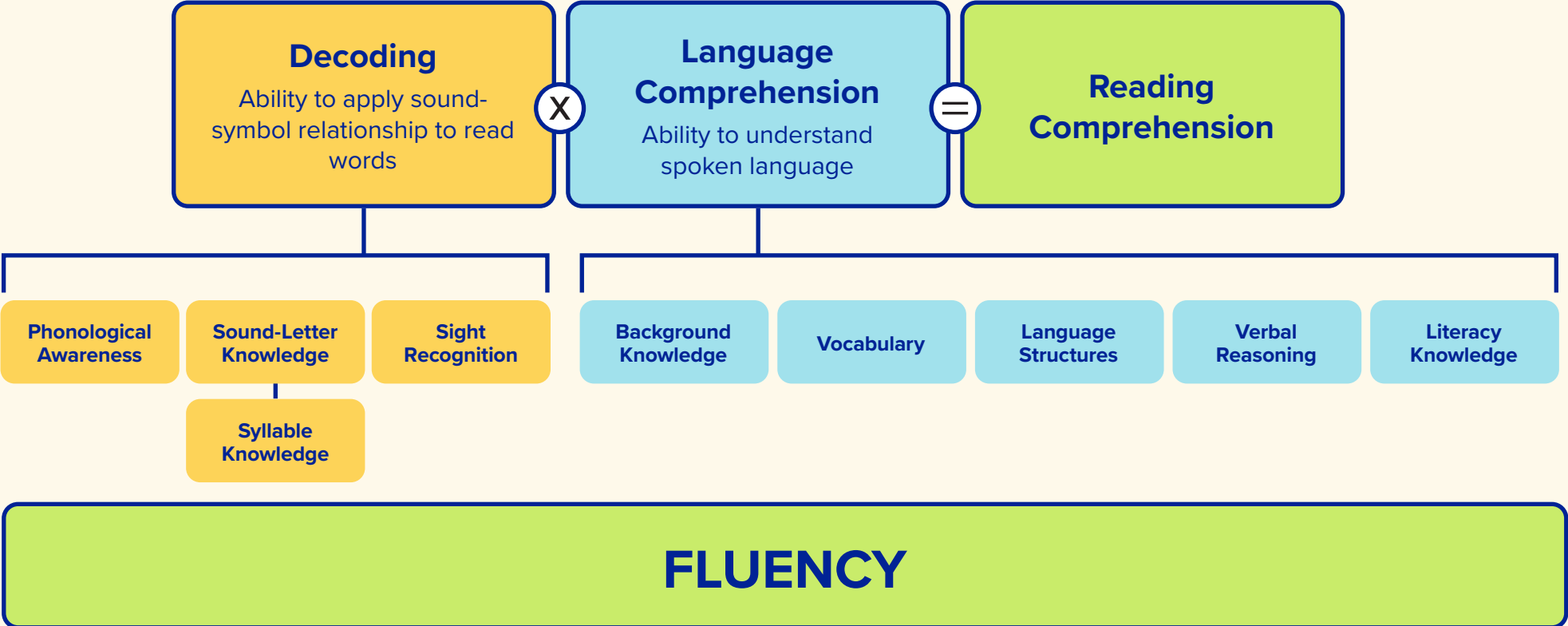
Clear Creek ISD

Literacy Roadmap

Spanish Language Arts



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

(Relates only to sounds and words)

Lexical Knowledge			Syllable Knowledge				Phonemic Knowledge					
Word	Alliteration		Rhyme		Syllables				Phoneme (Phonemic Awareness)			
Segmentation Counting words in a sentence. i.e. "Me-gusta-jugar."	Identify initial sounds "Mi mamá me mimá."	Identify sound in a simple syllable What is this sound?	Identify ending sounds What is the final sound?	Identify words that rhyme Mapa, papa-do those rhyme?	Produce rhyming words What rhymes with "castillo"?	Identify syllables How many syllables in the word ____?	Segment syllables to form words Castillo= /cas/ /ti/ /llo/	Blend syllables to form words /cas/ /ti/ /llo/ = castillo	Manipulate syllables within a word Mapa= Change pa to ta = Mata	Recognize the change when syllables are added, changed, or removed If I say "gato" and change /ga/ for /pa/ what is the new word? pato	Blending /p/ /a/ /l/ /o/ = palo	Segmenting Palo = /p/ /a/ /l/ /o/

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

(Includes prereading skills, decoding, and encoding)

Alphabetic Principle				Phonics								Structural Analysis			
Matching sound to letter	Letter names and shapes -Uppercase	Letter names and shapes- Lowercase	Matching uppercase to lowercase	Vowels O, A, I, U, E	Consonants m, l, s, p, d, n, f, t	Consonants r, rr, b, v, g, j, c, q, z, y, ll	Consonants h, ch, k, ñ, x, w	Digraphs ll, rr, ch	“Sílabas trabadas” br, cr, fr, gr, pr, tr, bl, cl, fl, gl, pl	Syllables que-, qui-, gue-, gui-, güe-, güi	Diphthongs	Hiatus with orthographic accent and without	Morphemes	Roots and Affixes	Word origin
K-1st	K	K	K	K	K-2nd			1st-3rd			3rd-5th				

While decoding words with orthographic accent is not explicitly taught until 3rd grade, it is strongly recommended to teach students as early as kinder to decode most common words with orthographic accent to ensure reading success.

Sight Recognition: As readers become proficient in decoding, they begin the process of orthographic mapping, which increases their sight vocabulary of words they 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.

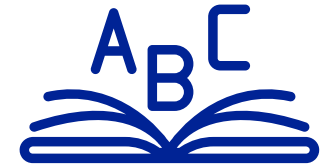
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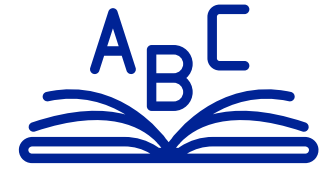
Language Comprehension

ABILITY TO UNDERSTAND SPOKEN LANGUAGE

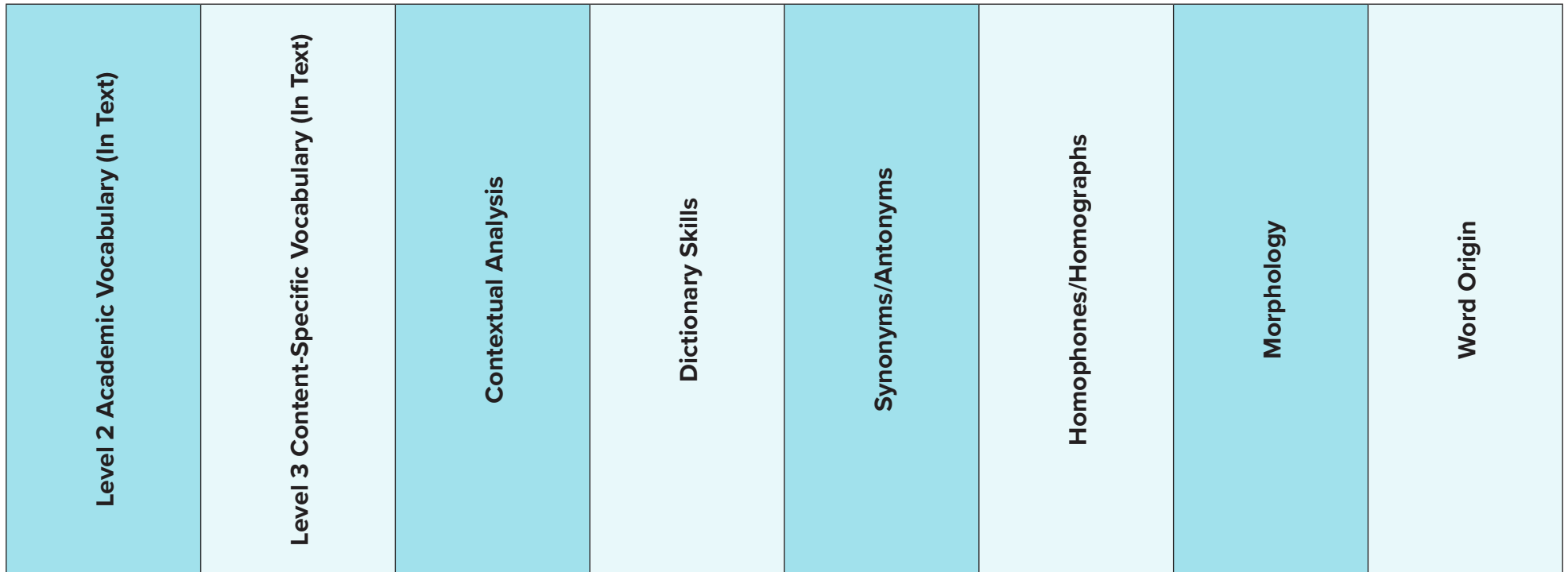


Language Comprehension

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 (Emergent Bilingual) students, and English speakers in dual language programs.



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

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

References

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

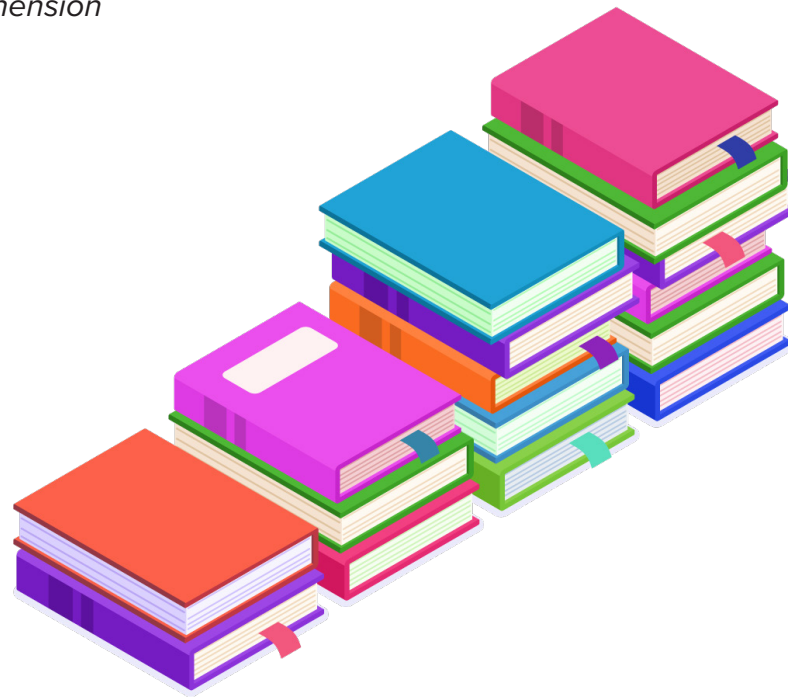
Region IV Service-Center - *Pathways to Reading Comprehension*

Texas Education Agency - *Reading Academy*

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Literacy Roadmap

Spanish Language Arts



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