



## Appendix E: Reading Foundations

### Introduction

English is an alphabetic language. It has 26 letters and 44 sounds. The alphabetic principle is that students need to know there is a sound/symbol relationship before they can learn to read. It is important to teach phonological awareness, phonics, morphology and etymology (history of origin), syntax, text reading fluency, vocabulary, semantics, and written expression in an explicit, sequential, systematic, and cumulative manner. Explicit means that the initial introduction of a sound/symbol relationship should be directly stated. Sequential and systematic means that instruction should be from the easiest to the more difficult skills with much repetition and review. Cumulative means instruction builds upon prior learning. Learning is multisensory in that it involves the use of **visual, auditory, and kinesthetic-tactile** pathways simultaneously to enhance memory and learning of written language.

Phonological awareness, alphabetic skills, and language skills are the best predictors of early reading success. Phonological awareness is the ability to segment sounds in speech at the syllable, onset-rime, and phoneme level. Alphabetic skills are knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly. Words vary in the consistency of their sound-spelling patterns, with some words being highly inconsistent or irregular. Learning to automatically recognize irregular words and regular words makes them “sight” words that can support fluency development. Practicing reading using decodable texts with some irregular words is important. As students consolidate their alphabetic skills, they should practice reading familiar text to build fluency.

When readers who are not fluent attend to each letter of a word instead of reading with automaticity, valuable working memory is being used. With reduced working memory bandwidth, comprehension is negatively impacted. Because this link is so strong, any work with fluency should also include a comprehension component.

When older readers who are not fluent learn how to decode words, their fluency rate and comprehension are paradoxically reduced. This is because instead of skipping unknown words, they are using their newly acquired skill of decoding, which slows them down initially until they decode with automaticity. Increased time on text with independent level materials as well as engaging in repeated readings help develop automaticity and fluency.

Students who are not proficient in reading should be assessed and progress monitored for their foundational skill strengths and weaknesses in the components of reading (phonological awareness, phonics/morphology, syntactic knowledge, fluency, vocabulary, and comprehension). Secondary teachers should use the assessment data to determine which of the Reading Foundational benchmarks must be addressed and select appropriate interventions.



**Fluency  
Dolch Word Lists**

**Dolch Pre-Primer Word List**

a	can	funny	in	look	one	see	up
and	come	go	is	make	play	the	we
away	down	help	it	me	red	three	where
big	find	here	jump	my	run	to	yellow
blue	for	I	little	not	said	two	you

**Dolch Primer Word List**

all	black	eat	into	on	ride	that	want	who
am	brown	four	like	our	saw	there	was	will
are	but	get	must	out	say	they	well	with
at	came	good	new	please	she	this	went	yes
ate	did	have	no	pretty	so	too	what	
be	do	he	now	ran	soon	under	white	

**Dolch 1st Grade Word List**

after	by	going	how	of	round	then
again	could	had	just	old	some	think
an	every	has	know	once	stop	walk
any	fly	her	let	open	take	were
ask	from	him	live	over	thank	when
as	give	his	may	put	them	

**Dolch 2nd Grade Word List**

always	both	fast	green	pull	tell	use	work
around	buy	first	its	read	their	very	would
because	call	five	made	right	these	wash	write
been	cold	found	many	sing	those	which	your
before	does	gave	off	sit	upon	why	
best	don't	goes	or	sleep	us	wish	



**Fry Word Lists**

**1st hundred words**

1. the	21. at	41. there	61. some	81. my
2. of	22. be	42. use	62. her	82. than
3. and	23. this	43. an	63. would	83. first
4. a	24. have	44. each	64. make	84. water
5. to	25. from	45. which	65. like	85. been
6. in	26. or	46. she	66. him	86. call
7. is	27. one	47. do	67. into	87. who
8. you	28. had	48. how	68. time	88. am
9. that	29. by	49. their	69. has	89. its
10. it	30. word	50. if	70. look	90. now
11. he	31. but	51. will	71. two	91. find
12. was	32. not	52. up	72. more	92. long
13. for	33. what	53. other	73. write	93. down
14. on	34. all	54. about	74. go	94. day
15. are	35. were	55. out	75. see	95. did
16. as	36. we	56. many	76. number	96. get
17. with	37. when	57. then	77. no	97. come
18. his	38. your	58. them	78. way	98. made
19. they	39. can	59. these	79. could	99. may
20. I	40. said	60. so	80. people	100. part

**2nd hundred words**

101. over	121. name	141. boy	161. such	181. change
102. new	122. good	142. follow	162. because	182. off
103. sound	123. sentence	143. came	163. turn	183. play
104. take	124. man	144. want	164. here	184. spell
105. only	125. think	145. show	165. why	185. air
106. little	126. say	146. also	166. ask	186. away
107. work	127. great	147. around	167. went	187. animal
108. know	128. where	148. farm	168. men	188. house
109. place	129. help	149. three	169. read	189. point
110. year	130. through	150. small	170. need	190. page
111. live	131. much	151. set	171. land	191. letter
112. me	132. before	152. put	172. different	192. mother
113. back	133. line	153. end	173. home	193. answer
114. give	134. right	154. does	174. us	194. found
115. most	135. too	155. another	175. move	195. study
116. very	136. mean	156. well	176. try	196. still
117. after	137. old	157. large	177. kind	197. learn
118. thing	138. any	158. must	178. hand	198. should
119. our	139. same	159. big	179. picture	199. America
120. just	140. tell	160. even	180. again	200. world



### Measures of Fluency

#### Fluency Norms

The Hasbrouck-Tindal Norms Chart indicates words correct per minute by grade level, time of year, and percentile rank. Fluency measures should always be combined with comprehension checks such as a retelling of the passage or comprehension questions to strengthen the link between fluency and comprehension. Oral reading fluency rubrics that consider other factors of fluency should also be considered.

From Hasbrouck, J. & Tindal, G. (2017). An update on compiled ORF norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching. University of Oregon.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM	Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		97	116	4	90	153	168	184
	75		59	91		75	125	143	160
	<b>50</b>		29	60		<b>50</b>	94	120	133
	25		16	34		25	75	95	105
	10		9	18		10	60	71	83
2	90	111	131	148	5	90	179	183	195
	75	84	109	124		75	153	160	169
	<b>50</b>	50	84	100		<b>50</b>	121	133	146
	25	36	59	72		25	87	109	119
	10	23	35	43		10	64	84	102
3	90	134	161	166	6	90	185	195	204
	75	104	137	139		75	159	166	173
	<b>50</b>	83	97	112		<b>50</b>	132	145	146
	25	59	79	91		25	112	116	122
	10	40	62	63		10	89	91	91



**Sample Oral Reading Fluency Rubrics**

*NAEP Fluency Scale*

<b>Fluent</b>	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author’s syntax is consistent. Some or most of the story is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
<b>Non-fluent</b>	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

*Multidimensional Fluency Scale*

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>EXPRESSION &amp; VOLUME</b>	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
<b>PHRASING</b>	Reads in a monotone with little sense of boundaries; frequently reads word-by-word.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
<b>SMOOTHNESS</b>	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several “rough spots” in text where extended pauses or hesitations are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
<b>PACE</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at conversational pace; appropriate rate throughout reading.

Source: Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students’ oral reading fluency. *Theory Into Practice*, 30, 211–217.



## Interventions for Secondary Students

Reading Intervention must target the area(s) of need as determined by diagnostic assessment data on the components of reading and progress monitored with an appropriate assessment tool that measures growth in the target area(s) until the student becomes proficient.

### Learner Profiles

There are three common profiles of non-proficient decoders in the secondary grades. Some students may fit more than one profile. Educators should conduct regular collaborative problem-solving meetings to consider additional factors such as vision, hearing, attention, memory, health concerns, years in an English language program, and home life.

**Profile 1** consists of students who have irregular gaps in their foundational reading skills sometimes due to interrupted schooling. This might mean a gap in knowledge of vowel sounds for one student, blends for another, and decoding multisyllabic words for another. Once the specific gap(s) is/are identified and addressed, these students often quickly catch up to their peers.

**Profile 2** consists of students who are English Language Learners. These students can further be divided: *Profile 2A*: Students who have a strong background in literacy in their home language and can apply that knowledge to English with the support of ESOL strategies in the general curriculum. *Profile 2B*: Students without a strong background in literacy in any language and may need support beyond ESOL strategies and could have an unidentified learning disability.

**Profile 3** consists of students with persistent reading difficulties and may include students with phonological processing deficiencies or those with learning disabilities.

Students with Profile 1, 2, or 3 require systematic, explicit, differentiated, and multisensory instruction in order to become proficient readers regardless of age or grade level.

### Learning Environment Considerations

1. Non-proficient readers are given opportunities to practice foundational skills in reading of independent-level text and instructional-level text.
2. The teacher preserves the dignity of adolescent, non-proficient readers by using developmentally appropriate materials, instruction, and assessment.
3. The teacher has a growth mindset toward adolescent, non-proficient readers and develops a growth mindset in the students by providing appropriate scaffolding.
4. Strategies and supports are removed as students become proficient in decoding and fluently reading grade level text.



### Glossary of Terms

Key Word	Definition	Synonyms
<b>accuracy</b>	freedom from mistake or error  conformity to truth or to a standard or model	correctness, exactness, precision, veracity
<b>affix</b>	a letter or group of letters added to the beginning or end of a word to change its meaning : a prefix or suffix	prefix, suffix
<b>allegory</b>	the expression by means of symbolic fictional figures and actions of truths or generalizations about human existence  a symbolic representation	apologue, fable, parable
<b>alliterative</b>	repetition of initial consonant sounds in two or more words	
<b>allusion</b>	an implied or indirect reference especially in literature  the act of making an indirect reference to something : the act of alluding to something	
<b>alphabetic principle</b>	the concept that letters and letter combinations represent individual phonemes in written words	
<b>ambiguity</b>	the quality or state of being understood in two or more possible ways  a word or expression that can be understood in two or more possible ways	
<b>analyze</b>	to study or examine something in detail, in order to discover more about it	breakdown, deconstruct, dissect
<b>archetype</b>	the original pattern or model of which all things of the same type are representations or copies	
<b>argument</b>	a coherent series of reasons, statements, or facts intended to support or establish a point of view	claim, dispute, assertion
<b>audience</b>	the people who watch, read, or listen to something	readers, public, following, listenership, readership, viewership, followers
<b>author's perspective</b>	in informational text, the author's attitude toward a topic or subject  in literary text, a character's attitude	





Key Word	Definition	Synonyms
<b>author's purpose</b>	<p>Persuade: argument/opinion texts present information in a reasoned, logical way demonstrating that the writer's opinion or claim is valid.</p> <p>Inform: expository texts convey information accurately and serve one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</p> <p>Entertain: texts intended to engage readers emphasize writing that is interesting, amusing, and captivating.</p> <p>Note: Authors have many reasons for writing a text and they often overlap.</p>	writer's purpose, author's intent
<b>automaticity</b>	in reading, fast, accurate word recognition	
<b>base word</b>	the part of the word that cannot be broken down	root
<b>bias</b>	cause to feel or show inclination or prejudice for or against someone or something	favor, subjectivity, one-sidedness, partiality, partisanship, prejudice, preference
<b>blending</b>	reading a word systematically from left to right by combining the sounds of each successive letter or combination of letters	
<b>cause and effect</b>	noting a relationship between actions or events such that one or more are the result of the other or others.	
<b>central idea</b>	the most important or central thoughts unifying elements of a text	
<b>character</b>	one of the individuals in a work of fiction	role, part, person, individual
<b>character's perspective</b>	a particular attitude toward or way of regarding something	
<b>cite</b>	to speak or write words taken from a particular writer or written work, giving credit to the original source to refer specifically to a source	quote, reference, attribution, credit
<b>claim</b>	to say that something is true or is a fact, although you cannot prove it and other people might not believe it a statement that something is true or is a fact, although other people might not believe it	assertion, argument
<b>clarify</b>	to make or become more easily understood	clear up, construe, explain, explicate, expound, get across, illuminate, simplify
<b>coherent</b>	logical and well-organized easy to understand able to talk or express yourself in a clear way that can be easily understood	logical, rational, reasonable, sensible, sound, valid, well-founded, well-grounded, clear, understandable





<b>Key Word</b>	<b>Definition</b>	<b>Synonyms</b>
<b>cohesive</b>	naturally or logically connected holding together	connected, close-knit, united
<b>compare and contrast</b>	to note what is similar and different about two or more things	
<b>complex</b>	consisting of many different and connected parts	complicated, detailed, involved, elaborate
<b>comprehend</b>	to understand fully	apprehend, catch on (to), decipher, get, grasp, perceive, understand
<b>conclusion</b>	to end something such as a speech, conversation, or piece of writing  to have a particular opinion about something after thinking carefully about it	closure, completion, consequence, denouement, development, ending, outcome, result
<b>conflation</b>	the merging of two or more ideas or sets of information into one	
<b>connotation/ connotative language</b>	language that communicates a feeling or idea that is suggested by a word in addition to its basic meaning, or something suggested by an object or situation	overtone, significance, undertone, association, essence, hint, nuance, suggestion
<b>consonant blend</b>	two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block or /str/ in string)	
<b>contemporaneous</b>	existing, occurring, or originating during the same time	contemporary
<b>context</b>	the situation within which something exists or happens, and that can help explain it  the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning	background, situation, text, frame of reference
<b>conventions</b>	commonly accepted rules of written English, e.g., spelling, usage, punctuation, capitalization, and sentence formation	custom, rule, tradition, norm
<b>counterclaim</b>	an opposing claim; a claim made in reply to another claim and different from it	rebuttal, reply, counterargument
<b>credible</b>	capable of being believed	believable
<b>decoding</b>	translating a word from print to speech, usually by employing knowledge of letter sound relationships; also, the act of deciphering a new word by sounding it out	
<b>demonstrate</b>	to show or make something clear to show something and explain how it works	establish, prove, show, substantiate, validate
<b>denotation</b>	the meaning of a word or phrase, usually as defined by a dictionary	meaning, name, definition
<b>develop</b>	to bring out the possibilities of  to begin to exist or be present gradually  to create over time  to grow or cause to grow more mature, or more advanced	elaborate, evolve, unfold, open, evolve, progress, expand upon



Key Word	Definition	Synonyms
<b>digraph</b>	a group of two consecutive letters that are read as a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing)	
<b>diphthong</b>	a vowel produced by the tongue shifting position during articulation  Note: The vowel feels as if it has two parts, as the sound begins with one vowel and gradually changes to another vowel within the same syllable (e.g., ow, oy, ou, oi)	
<b>distinguish</b>	to notice or recognize a difference between people or things to know the difference to make someone or something different or special in some way to see or hear someone or something clearly	differentiate, discern, discriminate, separate
<b>encoding</b>	determining the spelling of a word based on the sounds in the word	
<b>epic</b>	a long narrative poem in elevated style recounting the deeds of a legendary or historical hero extending beyond the usual or ordinary especially in size or scope	legend, narrative, tale, saga, heroic poem
<b>evaluate</b>	to judge or calculate the quality, importance, amount, or value of something	appraise, assess, rate, value
<b>evidence</b>	source-based information including facts, figures, and details used to support the writer or speaker's central idea or claim	indication, proof, substantiation
<b>explain</b>	to make clear to give the reasons for or cause of	clear up, demonstrate, explicate, expound, get across, simplify
<b>explicit</b>	so clearly expressed as to leave no doubt about the meaning	clear-cut, definite, definitive, specific, unambiguous, unequivocal
<b>export</b>	publish	
<b>expository</b>	of, relating to, or containing exposition; explaining or describing something	explanatory, explicatory
<b>figurative language</b>	language expressing one thing in terms normally denoting another with which it may be regarded as analogous language characterized by figures of speech	metaphor, allegory, emblem, symbolism, euphemism, nonliteral language
<b>formal</b>	following established form, custom, or rule suitable for a proper occasion	accepted, decorous, genteel, polite, proper, respectable, conventional, orthodox
<b>grapheme</b>	smallest written unit corresponding to a sound or phoneme	
<b>identify</b>	to recognize or be able to name someone or something, or to prove who or what someone or something is	distinguish, pinpoint, single out, determine
<b>illustration</b>	a picture or diagram that explains or decorates an example or instance used to make something clear	diagram, figure, graphic, visual, drawing, illumination, image, pictogram, pictograph, picture
<b>important details</b>	information in a text that supports the central idea	



<b>Key Word</b>	<b>Definition</b>	<b>Synonyms</b>
<b>infer</b>	to form an opinion from evidence to reach a conclusion based on known facts	decide, deduce, derive, extrapolate, gather, judge
<b>integrate</b>	to combine two or more things in order to become more effective to combine ideas from sources with one's own ideas	amalgamate, blend, combine, conflate, fuse, incorporate, meld, merge, mingle, mix
<b>interpretation</b>	an explanation or opinion of what something means	meaning, understanding
<b>introduce</b>	to bring forward for discussion or consideration to put in	begin, establish, initiate, institute, launch, set up, start
<b>irregular words</b>	words that have exceptions to the typical sound–spelling patterns  Note: Irregular words are difficult to decode because the sounds of the letters in the word do not add up to the correct pronunciation.	
<b>juxtaposition</b>	the technique of putting two or more elements side by side to invite comparison or contrast	
<b>LAN</b>	a Local Area Network such as home router	
<b>legible</b>	handwriting clear enough to read	
<b>lexicon</b>	all words known to an individual	
<b>logical</b>	according to a proper or reasonable way of thinking according to what is reasonably expected	rational, reasonable, sensible, sound, valid, well-founded, well-grounded
<b>mood</b>	the atmosphere of a piece of writing; it's the emotions a selection arouses in a reader through diction, figurative language, and other choices  Note: Although both mood and tone are developed through diction, they are not synonymous.	
<b>morpheme</b>	smallest meaningful unit in a writing system	
<b>morphology</b>	the system of word-forming elements and processes in a language	
<b>morphology</b>	the knowledge of meaningful word parts in a language (typically the knowledge of prefixes, suffixes, and/or base words)	
<b>multimedia</b>	using, involving, or encompassing several media such as text, image, audio, video, and/or animation	mixed media
<b>narrative</b>	something (as a story) that is told in full detail	account, chronicle, chronology, commentary, history, record, report, story
<b>onset-rime pairs</b>	two parts of a syllable: the onset consists of the initial consonant(s), and the rime consists of the vowel and any consonants that follow it. (For example, in the word sat, the onset is s and the rime is at. In the word flip, the onset is fl and the rime is ip.)	
<b>opposing</b>	disagreeing or disapproving	conflicting, contending, rival



<b>Key Word</b>	<b>Definition</b>	<b>Synonyms</b>
<b>organize</b>	to put things into a particular arrangement, order, or structure	arrange, array, classify, draw up, lay out, order, systematize
<b>orthography</b>	system of written language	
<b>paraphrase</b>	to say something that someone else has said or written using different words	rephrasing, restatement, restating, rewording, translation
<b>perspective</b>	a particular attitude toward or way of regarding something	outlook, perspective, position, standpoint, view
<b>phoneme</b>	the smallest unit of sound within a language system  Note: A phoneme may be a word by itself, or it may be combined with other phonemes to make a word.	
<b>phonemic awareness</b>	a subcategory of phonological awareness essential for reading, including the awareness of individual sounds/phonemes in spoken words	
<b>phonological awareness</b>	awareness of all levels of the speech sound system	
<b>phonology</b>	system of rules dealing with the sounds in a language	
<b>phrase</b>	a group of two or more words that express a single idea but do not usually form a complete sentence a brief expression that is commonly used	expression, idiom, motto, remark, saying, wording
<b>plagiarism</b>	an act of copying the ideas or words of another person without giving credit to that person	copying, falsification, literary theft, fraud, appropriation
<b>plot</b>	the plan of main story (as of a dramatic or literary work)	scheme, plan, framework, story structure
<b>point of view</b>	in literary texts, the type of narration used (as in first-, second-, or third-person narration); a way of looking at or thinking about something	outlook, position, standpoint
<b>position</b>	an arguable opinion that can be defended by evidence	
<b>primary source</b>	Sources, such as diaries, speeches, interviews, letters, official records, that provide first-hand testimony or direct evidence witnessed or recorded by someone who experienced the event(s) or condition(s) being documented	
<b>prosody</b>	the rhythmic and intentional aspect of language	
<b>reasoning</b>	the process of thinking about something in a logical way in order to form a conclusion or judgment	interpretation, thinking, rationale, proposition, premise
<b>relationship</b>	the way in which two or more people or things are connected	link, connection, affiliation, tie, correlation
<b>relevant</b>	related to a subject or to something happening or being discussed	applicable, germane, pertinent, related, suited
<b>reliable</b>	of a source, trustworthy without any biases or conflict of interest related to the topic	trustworthy



<b>Key Word</b>	<b>Definition</b>	<b>Synonyms</b>
<b>research</b>	careful study that is done to find and report new knowledge about something the activity of getting information about a subject	exploration, inquiry, investigation, probe
<b>revise</b>	dealing with the text as a whole, addressing strengths and weaknesses, arguments, focus, support, evidence, voice, and mechanical issues  Note: Revise does not mean to rewrite the entire piece of writing.	alter, improve, modify, overhaul, rework, rewrite, revamp
<b>rhetoric</b>	the art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people	oratory, oration, eloquence, elocution, flowery language
<b>root</b>	a word or part of a word from which other words are obtained by adding a prefix or suffix	base, base word
<b>secondary source</b>	sources created by someone who did not experience firsthand or participate in the event(s) Examples: textbooks, journal articles, criticisms	
<b>semantics</b>	study of word and phrase meanings	
<b>sequence</b>	a series of related things or events, or the order in which things or events follow each other	progression, procession, succession, cycle
<b>setting</b>	the time, place, and circumstances in which something occurs or develops the time and place of the action of a literary, dramatic, or cinematic work the scenery used in a theatrical or film production	background, environment, environs, milieu, context
<b>sight word vocabulary</b>	words that can be recognized efficiently at a glance. Note: The goal is that all words eventually become sight words.	
<b>source</b>	a person, text, document, or primary reference work that provides information	author, origin, text
<b>structure</b>	to plan, organize, or arrange the parts of something the way that something is arranged or organized	format, framework, organization
<b>style</b>	the writer's way of writing using various techniques the way in which a writer creates voice	
<b>summarize</b>	to express or cover the main points briefly	abstract, boil down, brief, digest, encapsulate, outline, recap, recapitulate, sum up, wrap up
<b>support</b>	information and evidence used to prove or corroborate something  using information or evidence to show or seem to prove something to be true	uphold, back, corroborate, help
<b>syllable</b>	any one of the parts into which a word is naturally divided when it is pronounced a unit of spoken language that consists of one or more vowel sounds alone or with one or more consonant sounds coming before or following	
<b>syntax</b>	the formation of sentences and the associated grammatical rules.	
<b>synthesize</b>	to make something by combining different things to combine things in order to make something new	incorporate, amalgamate, blend, unify



<b>Key Word</b>	<b>Definition</b>	<b>Synonyms</b>
<b>technique</b>	a way of performing a skillful activity, or the skill needed to do it	approach, means, tactic, procedure, facility
<b>text features</b>	the components of a story or article that are not the main body of text, including the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams	
<b>text structures</b>	structures used to organize information in a text Examples: chronology, comparison, and cause and effect	
<b>theme</b>	the underlying message or big idea of a talk, book, film, or other work	message, purpose, essence, lesson
<b>tone</b>	the author or speaker's attitude toward a subject, evident through diction or the viewpoint of an author or speaker on a particular subject. Tone can be formal, informal, serious, comic, sarcastic, pedantic, sad, cheerful, or any other attitude.  Note: Although both mood and tone are developed through diction, they are not synonymous.	manner, style, character, nature, vein, mode
<b>topic</b>	someone or something that people talk or write about	subject, matter, subject matter, content
<b>track</b>	to follow something that moves or changes by noticing elements it leaves behind	trace, follow
<b>transition</b>	to shift from one thing to another smoothly and without interruption words, phrases, clauses, or sentences used to connect ideas and move the reader or listener through a response	change, segue, shift, pivot, continuation, juncture
<b>trigraph</b>	group of three consecutive letters that are read as a single sound (e.g., -tch in catch; -igh in night; -ure in closure)	
<b>universal theme</b>	an idea that applies to anyone, anywhere, regardless of cultural differences	common theme, global theme
<b>valid</b>	of a source, truthful in respect to the information presented	truthful
<b>visual element</b>	visual aid that assist the reader with pictures, colors, and imagery	
<b>voice</b>	Literature: the individual style in which a certain author writes his or her works Grammar: the relationship between the action/state of being expressed by the verb and the participants related to that action (subject, direct object, indirect object.)	
<b>vowel team</b>	two or more vowels that make one sound (e.g., ea, ou, ie, oo)	
<b>word analysis</b>	analyzing morphemic units in words	