

The Science of Hebrew Literacy

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and

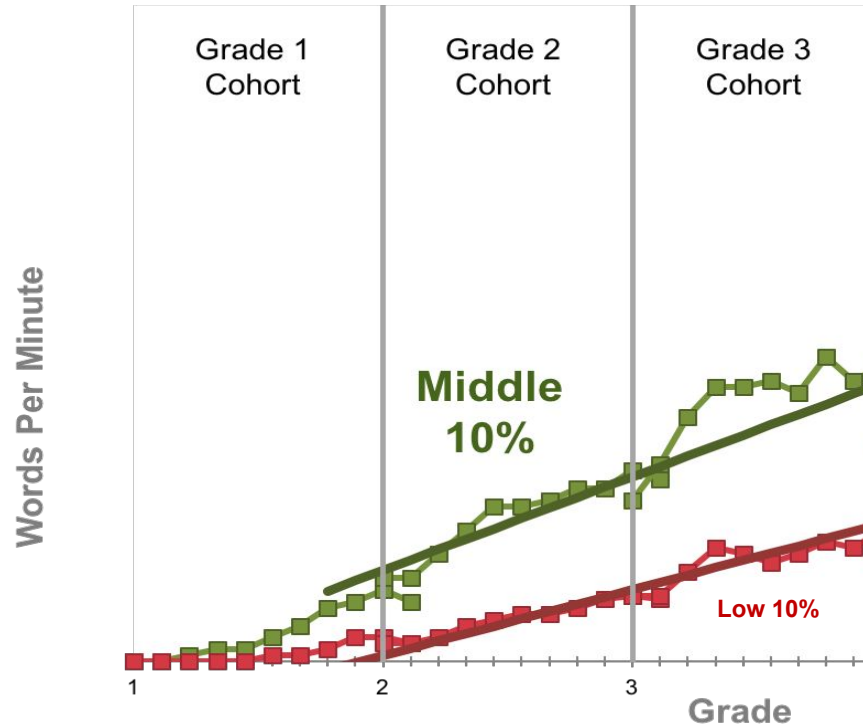
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Essential Questions

- How does the brain learn to read?
- Why does it matter for reading that the linguistic structures of Hebrew are different than English?
- How might we incorporate the most crucial skills for Hebrew reading into our classrooms to advance student development?

Turn and Talk:

- What experiences in Hebrew reading are we preparing students for?



- Matthew Effect - “Rich get richer...poor get poorer”
- UNLESS we intervene with approaches supported by science

How do reading skills typically develop?



Reading is a **language** task.



Simple View of Reading

Word Recognition

- Phonological Awareness
- Decoding (*sound/symbol correspondence*)
- Sight recognition



Language Comprehension

- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Reading Comprehension

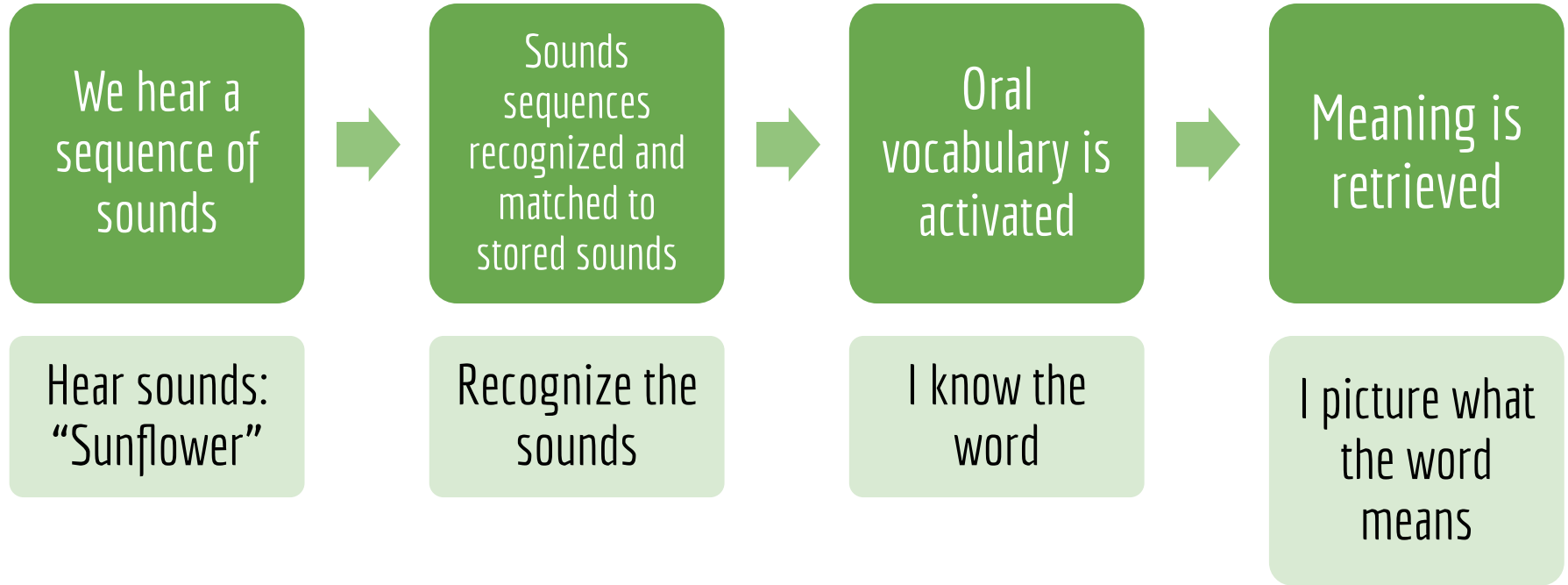
- Skilled Reading

Word
Recognition

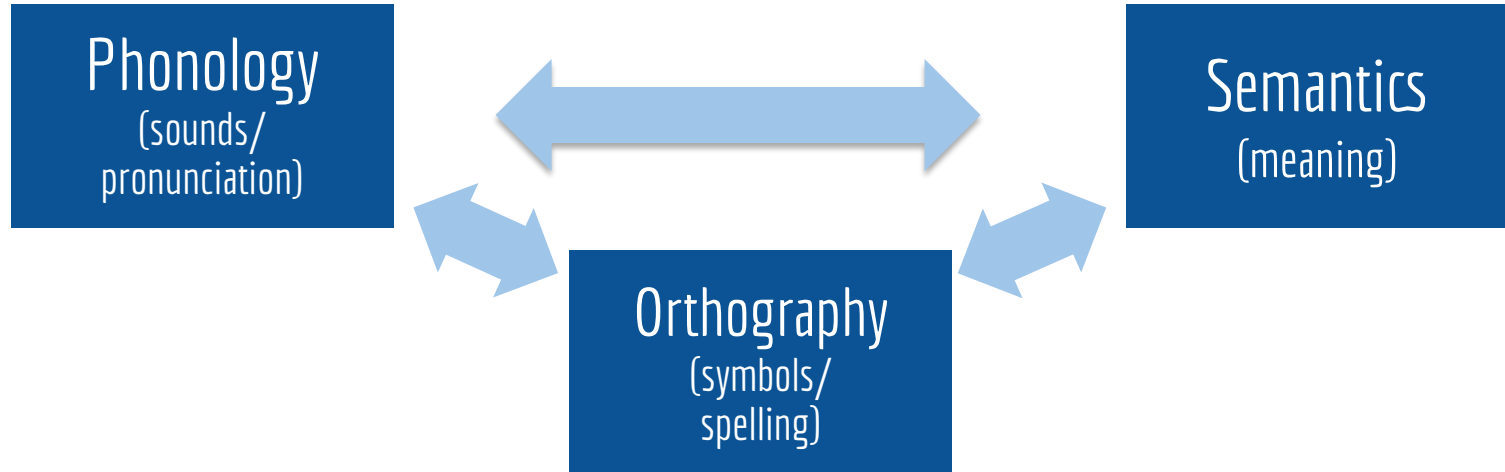
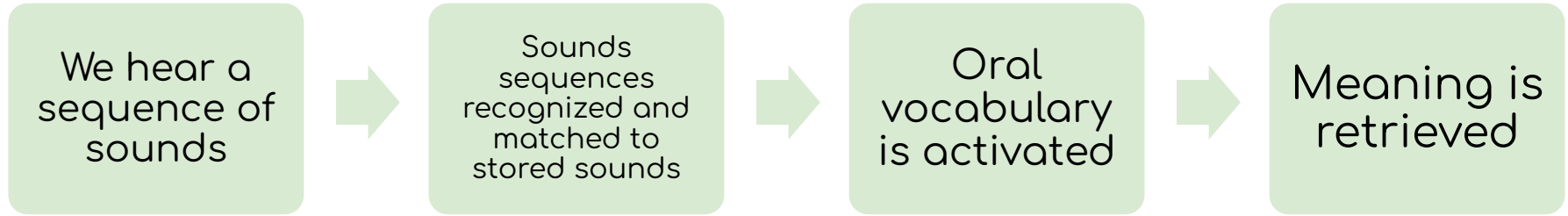
Language
Comprehension

How do these language skills typically develop?

LANGUAGE COMPREHENSION: Oral Words (Listening)

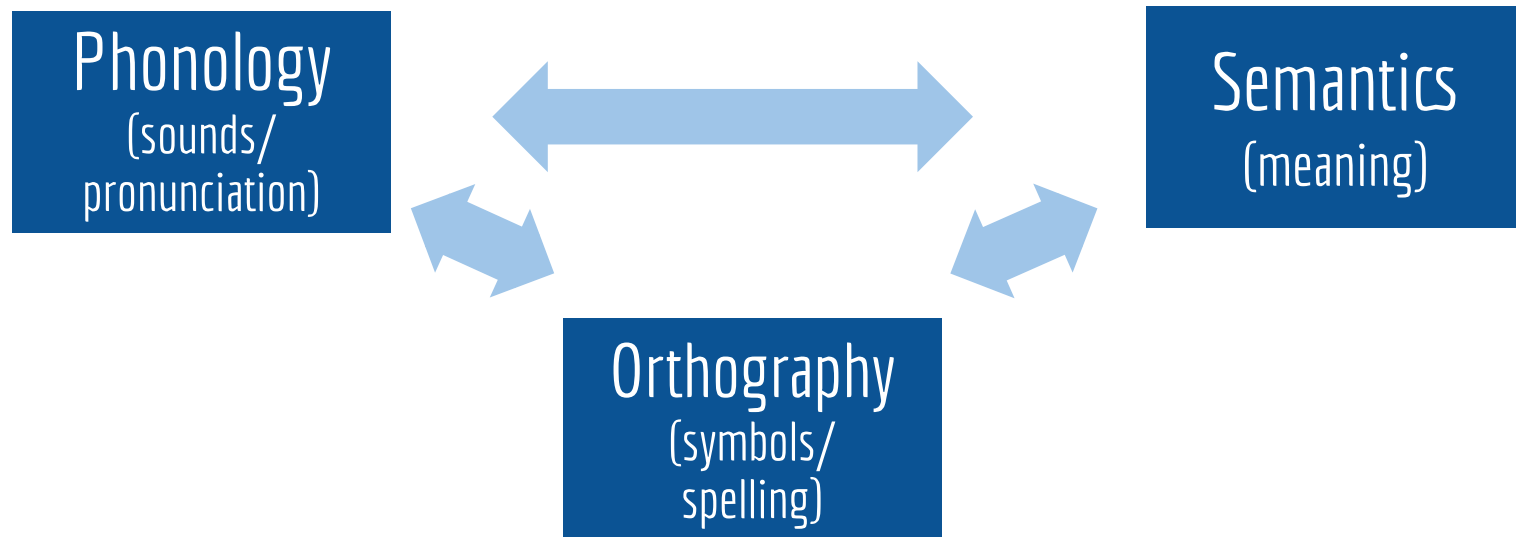


Oral Words (Listening) and Written Words (Reading)*



Orthographic Mapping:

“Mental process we use to permanently store words for immediate, effortless retrieval.”



| | | | | | | | | | | |
|-----|------|-----|-------|--------|-------|--------|--------|-----|------|------|
| ა | ბ | გ | დ | ე | ვ | ზ | თ | ი | კ | ლ |
| a | b | g | d | e | v | z | t | i | k' | l |
| [a] | [b] | [g] | [d] | [e] | [v] | [z] | [tʰ] | [i] | [kʰ] | [l] |
| მ | ნ | ო | პ | ჟ | რ | ს | ტ | უ | ფ | ქ |
| m | n | o | p' | zh | r | s | t' | u | p | k |
| [m] | [n] | [o] | [pʰ] | [ʒ] | [r] | [s] | [tʰ] | [u] | [pʰ] | [kʰ] |
| ყ | ც | ძ | წ | ჭ | ხ | ჯ | რ | ს | ჟ | ჲ |
| gh | q' | sh | ch | ts | dz | ts' | ch' | kh | j | h |
| [ɣ] | [qʰ] | [ʃ] | [tʃʰ] | [t͡sʰ] | [d͡z] | [t͡sʰ] | [t͡ɕʰ] | [x] | [ɟ] | [h] |

The Georgian alphabet (with its English counterparts)

დავით-ჟესი ყავთელს ლექსი მას უქეს რი-მელს.
 ზილანქეთს სარგის ღმრ-გუელსა, მას რა დატორო-
 მელსა. და ღარიელ მისსა ჟესთველსა. მის-თვს

Georgian text

If you were taught *only* the symbols of Georgian, would you be able to read with fluency, accuracy, and comprehension?

Turn and Talk:

Based on the above science,

- What of this information resonates with you?
- What are you grappling with?
- What are a few implications for teaching?



Implications for Instruction

Learning to Read in Hebrew

Guiding Assumptions about Learning to Read

1. Oral language is important.

Skilled reading relies on meaning!

1. Decoding and comprehension are both important.

Skilled reading relies on both.

3. Accuracy involves reading whole words fluently.

“Broken” syllable reading is a step to fluent reading but is not accurate.

Orthographic knowledge relies on language knowledge.

3. Without accuracy and fluency the goal of comprehension is unrealistic.

How can I understand if I can't read clearly and correctly?

In Our Classrooms...

5. Programs do not teach reading... **Teachers teach reading.**

5. The texts students will need to read should guide the teaching and learning.

Which Hebrew texts will your students need to read regularly now and in the future?

Learning to Read Hebrew requires us to address

- ★ Oral language background in Hebrew
- ★ Unique linguistic structures of Hebrew (different from English)

Our students enter school with limited Hebrew oral language/vocabulary...

- Second language (L2)
- Students need ***significant vocabulary exposure***

(to replicate that which would have come through typical oral language exposure in L1).



More Second Language (L2) Considerations:

- Language specific (and some non-specific) literacy skills do not transfer.
- The linguistic structures of Hebrew (abjad) are different from English (alphabet).



The Structure of Hebrew Closed Syllable: *Onset-Rime vs. Body-Coda*

ENGLISH

Onset - Rime: c-at

אָט

HEBREW

Body - Coda: ca-t

אָט

Letter / Vowel Units

ENGLISH

Phonemes /c/ /a/ /t/

HEBREW

Final Consonant

cat

כף

- Smallest unit for Hebrew is typically the bi-phonemic syllable (CV unit).
- Phonemic awareness is needed only for coda (final consonant of a syllable).

DO NOT TEACH/LEARN BY PHONEME EXCEPT FOR CODA: /כ/ /ת/ /פ/



Phonological Awareness

| | |
|--------------------------------------|----------------------------|
| הֵזֵן אֶת הָעוֹלָם כֻּלּוֹ בְּטוֹבוֹ | Word |
| הָ-עוֹ-לָם | Syllable ("Beat") |
| לָ-ם | Body-Coda* |
| ם | Coda (Final Consonant)* |



Orthographic Principle



| | |
|--------------------------------------|----------------------------|
| הֵזֶן אֶת הָעוֹלָם כִּלּוֹ בְּטוֹבוֹ | Word |
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DEVELOPMENT

Phonological



| | |
|--------------------------------------|----------------------------|
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Orthographic



Orthographic Depth

*How much of a 1:1 correspondence is there between sound and symbol?
Consider both directions – decoding and encoding*



Amount of Reading in L2

Students tend not to read in Hebrew as much as they do in English (and are not encouraged or required to do so).

| Percentile Rank | Minutes of Reading Per Day | Baseline - Words Read Per Year | Plus 10 Minutes - Words Read Per Year | Percent Increase in Word Exposure |
|-----------------|----------------------------|--------------------------------|--|-----------------------------------|
| 98 | 65 | 4,358,000 | 5,028,462 | 15% |
| 90 | 21.1 | 1,823,000 | 2,686,981 | 47% |
| 80 | 14.2 | 1,146,000 | 1,953,042 | 70% |
| 70 | 9.6 | 622,000 | 1,269,917 | 104% |
| 60 | 6.5 | 432,000 | 1,096,615 | 154% |
| 50 | 4.6 | 282,000 | 895,043 | 217% |
| 40 | 3.2 | 200,000 | 825,000 | 313% |
| 30 | 1.8 | 106,000 | 694,889 | 556% |
| 20 | 0.7 | 21,000 | 321,000 | 1429% |
| 10 | 0.1 | 8,000 | Based on reading level, ~300,000 words | |
| 2 | 0 | 0 | | |

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson, & Fielding (1988).

More Second Language (L2) Considerations:

- Comprehension strategies
 - Students demonstrated less diversity in comprehension strategy choice in Hebrew than in English (Goodman, 2007). This may be due to:
 - a less developed oral vocabulary in Hebrew
 - an inability to rely on semantic cues to support word-identification.
 - Comprehension strategy instruction is limited
- Cultural differences in content choices
 - *At Work* vs. עבודה



Some Basic Early Literacy Skills We've Learned

Phonological Awareness

The ability to perceive and manipulate sounds

Reading Comprehension

The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

Vocabulary and Oral Language

The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

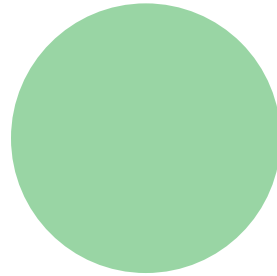


Orthographic Principle

The ability to associate sounds with symbols and use these sounds to read words.

Plus one more...

Word level reading isn't fluent.
Skilled readers read connected
texts fluently.



Fluency with Connected Texts

The effortless, automatic ability to read words in connected text accurately, and with proper speed and prosody.

The 5 Basic Early Literacy Skills

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Turn and Talk:

Based on the above science,

- What of this information resonates with you?
- What are you grappling with?
- What are a few implications for teaching?



Overview: Phonological Awareness

The ability to perceive and manipulate the sounds of language.



Examples of Phonological Awareness

I combine the pieces
ש and מִש to say
שִׁמְש.

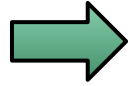
I identify that מִלֵּךְ
ends with /רֵךְ/.

I delete the syllable לֵה
from הִבְדֵּלֵה.

Why Phonological Awareness?

Understanding of the system
and structure of oral
language

*"I know the sounds of
language"*



Fluent, skilled proficiency in
the system of written
language

*"I can read the sounds of
language"*





Phonological Awareness

| | |
|--------------------------------------|----------------------------|
| הֵזֵן אֶת הָעוֹלָם כֻּלּוֹ בְּטוֹבוֹ | Word |
| הָ-עוֹ-לָם | Syllable ("Beat") |
| לָ-ם | Body-Coda* |
| ם | Coda (Final Consonant)* |



Segment this phrase into individual words:

*Reminder: This is an oral activity, not a written one.

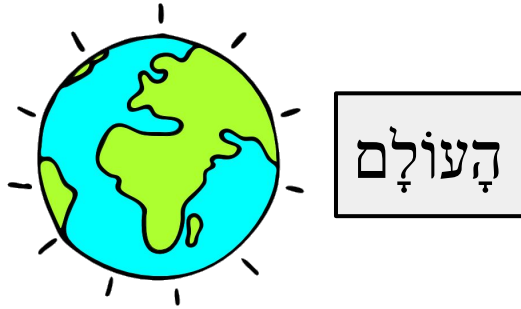
הֵזֶן אֶת הָעוֹלָם כֻּלּוֹ בְּטוֹבוֹ

- ★ How many words are in this phrase?
- ★ Which words do you hear inside of it?
- ★ What would be left if we deleted the first word?

Why might this skill be important for reading?

| Word |
|-------------------------------|
| Syllable ("Beat") |
| Body-Coda* |
| Coda (Final Consonant)* |

Segment this word into individual beats (Orally):



Word

Syllable
("Beat")

Body-Coda*

Coda
(Final
Consonant)*

- ★ How many beats are in this word? What are they?
- ★ What is left if we delete the first beat? The last beat?

Why might this skill be important for reading?

ENGLISH

Onset - Rime: c-at

כַּת

HEBREW

Body - Coda: ca-t

כַּת

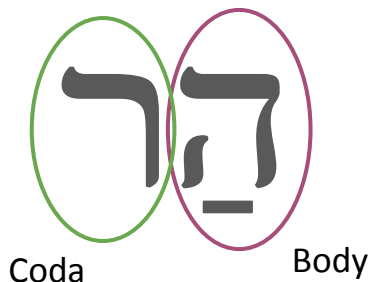
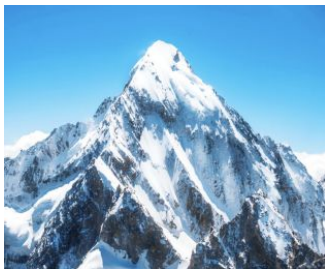
Word

Syllable
("Beat")

Body-Coda*

Coda
(Final
Consonant)*

“Coda” = final consonant sound in a beat.



Word

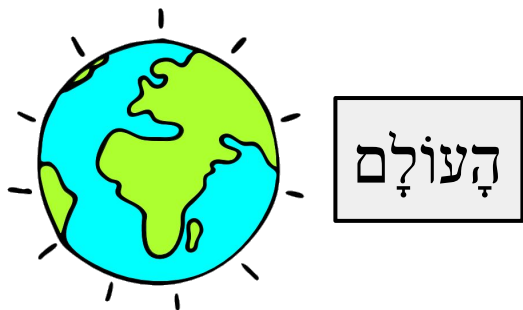
Syllable
("Beat")

Body-Coda*

Coda
(Final
Consonant)*

Why might this skill be important for reading?

Segment the final beat of this word into Body / Coda:



| |
|-------------------------------|
| Word |
| Syllable ("Beat") |
| Body-Coda* |
| Coda (Final Consonant)* |

★ What is the final beat of this word?



★ What is the coda?

★ What is the body?



Phonological Awareness Recap

| | |
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Reflect:

- ★ What do these skills contribute to our students' reading foundation?
- ★ What is missing without these skills?

5 Basic Early Literacy Skills (Recap)

Phonological Awareness ✓

The ability to perceive and manipulate sounds

Reading Comprehension

The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

Orthographic Principle

The ability to associate sounds with symbols and use these sounds to read words.

Vocabulary and Oral Language

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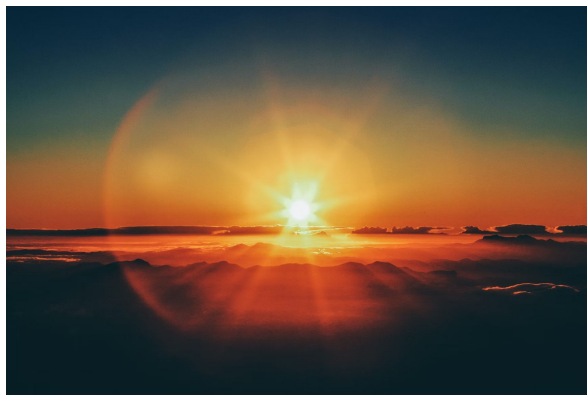
Fluency with Connected Texts

The effortless, automatic ability to read words in connected text accurately, and with proper speed and prosody.



Overview: Vocabulary and Oral Language

The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.



I can point to the שֶׁשׁ in the
sky.
When I see the sun, I say,
“שֶׁשׁ.”



When I see a picture of the
cup, I say, “קידוש!
We do that at home!”



I recognize the word לֶחֶם
when I read it, because I say
the blessing for it all the
time.



When I hear the word מַיִם, I
think of a glass of cold water,
or the ocean.

Reflect:

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✓ Vocabulary and Oral Language

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The effortless, automatic ability to read words in connected text accurately, and with proper speed and prosody.

Overview: Orthographic Principle

The ability to associate sounds with symbols and use these sounds to read words.

(Decoding ability)

Orthographic Principle



| | |
|--------------------------------------|----------------------------|
| הֵזֵן אֶת הָעוֹלָם כִּלּוֹ בְּטוֹבוֹ | Word |
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שֵׁשׁ

When I see שׁ at the end of a word, I say the sound /sh/.

מֶוּ

I read the sound /moo/
when I see מֶוּ.

שֶׁמֶשׁ

I see שֶׁמֶשׁ on the page.
I know the sounds so I can
read, “שֶׁמֶשׁ.”

בְּרֵאשִׁית

I can read whole words
automatically.

Reflect:

- ★ What do these skills contribute to our students' reading foundation?
- ★ What is missing without these skills?

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The effortless, automatic ability to read words in connected text accurately, and with proper speed and prosody.

Overview: Fluency with Connected Texts

The effortless, automatic ability to read words in connected text accurately, and with proper speed and prosody.

→ Prosody: Smooth cadence and expression (non-robotic)

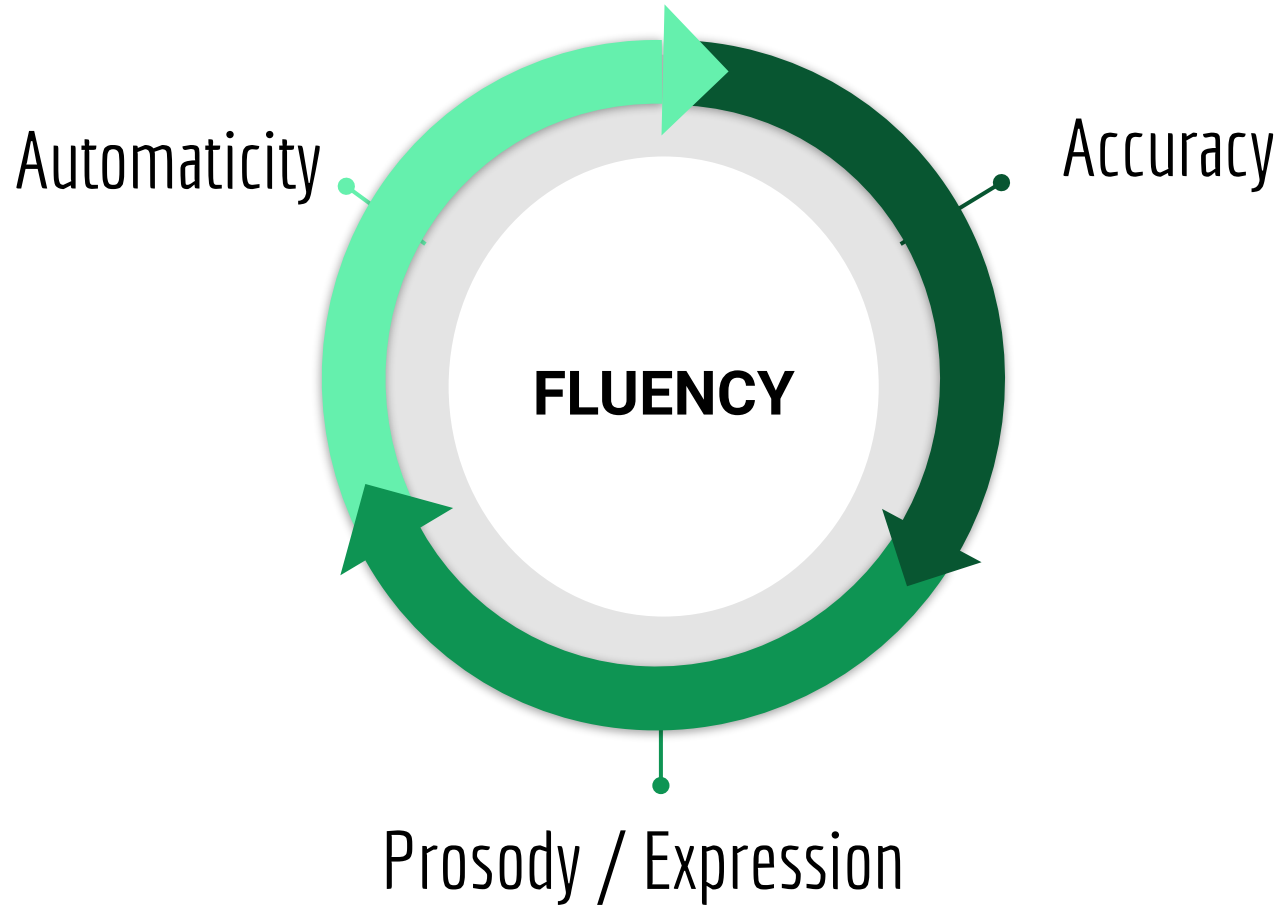
בְּרֵאשִׁית בָּרָא אֱלֹהִים אֶת הַשָּׁמַיִם וְאֶת הָאָרֶץ:

Dysfluent Reading

“like a robot”

Fluent Reading

“the smooth way”



Reflect:

- ★ What do these skills contribute to our students' reading foundation?
- ★ What is missing without these skills?

5 Basic Early Literacy Skills (Recap)

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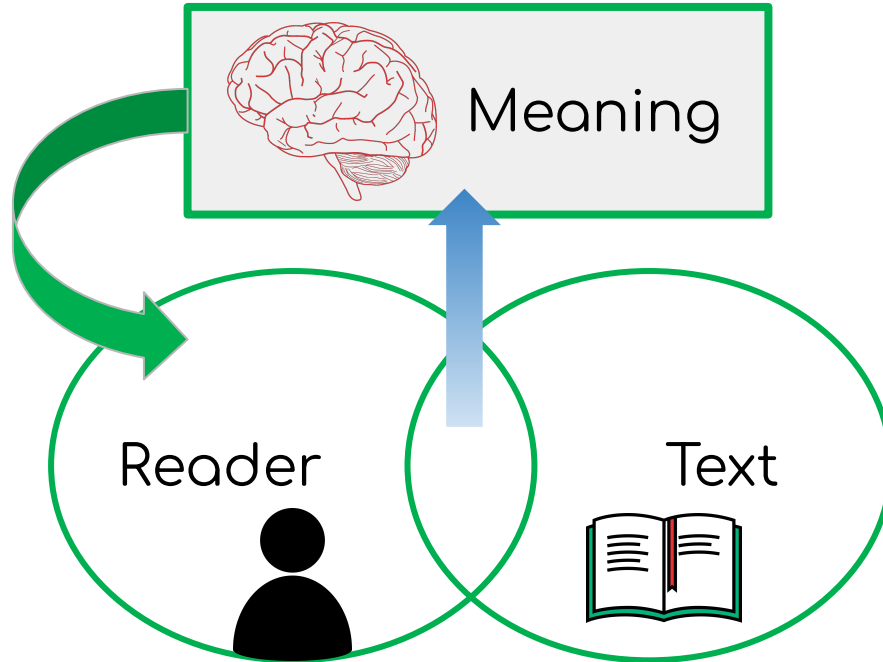
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Reading Comprehension

The complex cognitive process involving the intentional interaction between reader and text to **extract meaning.**

Reading Comprehension



After reading the story of אֲבִרָהָם
אָבִינוּ and the מַלְאָכִים, I can
sequence the events of the story.

I gain meaning from a story titled,
הַשְׁמָשׁ זֹרְחָת בַּחוּץ
I can retell the events of the story.
I then talk about days I have spent in the
sun, and other familiar stories with a
similar theme.

When I read a few Psukim from the Chumash, I can summarize the main point and ask analysis questions.

I “transform” my understanding of
the Psukim I read by acting them out
in the Drama Center.

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Reflect:

- How have you seen these skills included in Hebrew literacy programs?
 - Which skills did you see? Which did you not see?
- What is something new that you learned today?



Introduction to Instructional and Intervention Strategies

Based on the Science of Hebrew
Reading



Simple View of Reading (Review)

Word Recognition

- Phonological Awareness
- Decoding (*sound/symbol correspondence*)
- Sight recognition



Language Comprehension

- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Reading Comprehension

- Skilled Reading

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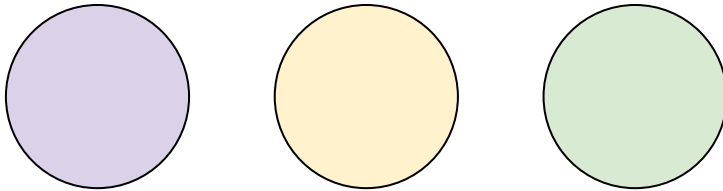
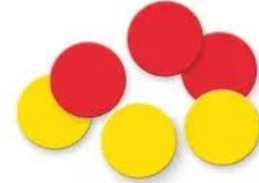
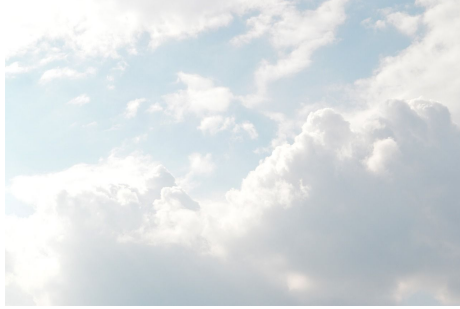


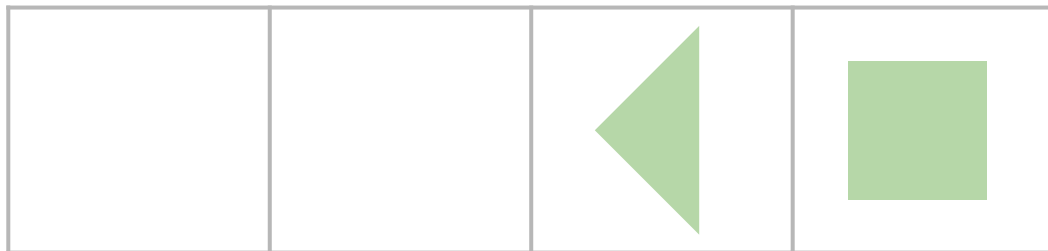
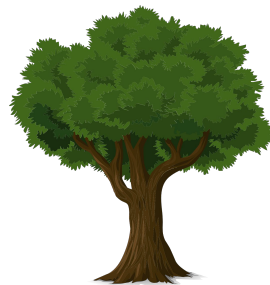
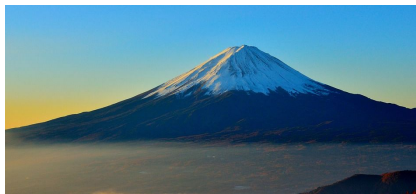
1. Phonological Awareness

Segmenting:

Dividing larger parts into smaller parts:
Words into beats, beats into body/coda.


Use Manipulatives







Why is segmenting important for
students' future reading ability?



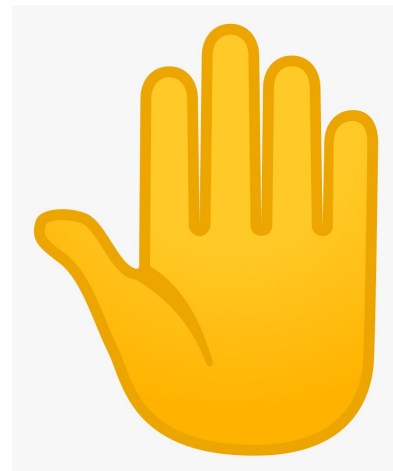
Blending



"מֵלֶד"



"לֶד"



"מֵ"

Blending



"קידוש"



"דוש"



"קי"

Blending



"רַב"



"ב"



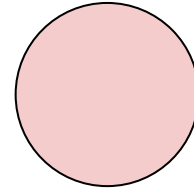
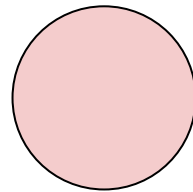
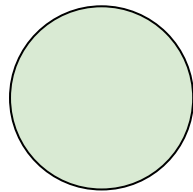
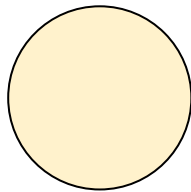
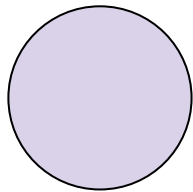
"ר"



Why is blending important for students'
future reading ability?

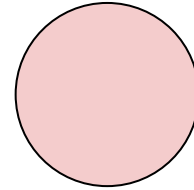
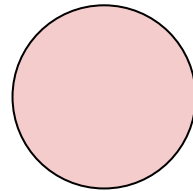
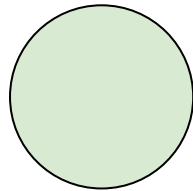
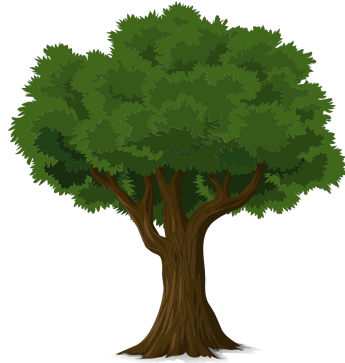
Adding


“This is ה”



Adding

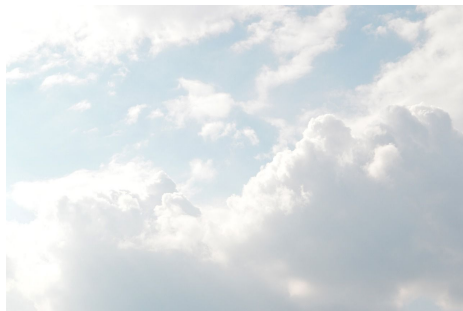
“This is ה”





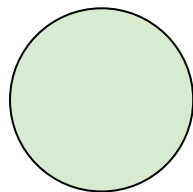
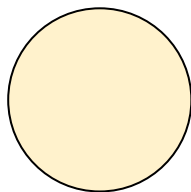
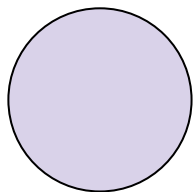
Why is adding phonological
components important for students'
future reading ability?

Deleting



Now we'll take away the
last beat.

What is left?

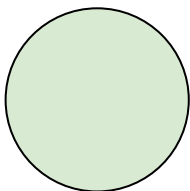
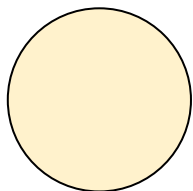


Deleting



Now we'll take away the
last beat.


What is left?



Deleting

Orally:

- חִמֵּשׁ without the מֵשׁ is...
- שְׂמַע without the שׁ is...
- שְׂבוּעַ without the עַ is...
- חֵץ without the ץ is...



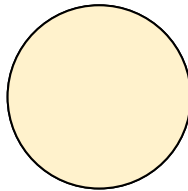
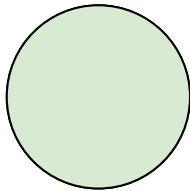
Why is deleting phonological
components important for students'
future reading ability?

Manipulation



Now we'll switch the
beats.

What is our word now?

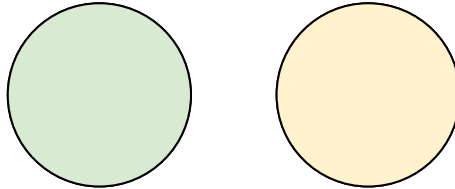


Manipulation



Now we'll switch the
beats.

What is our word now?





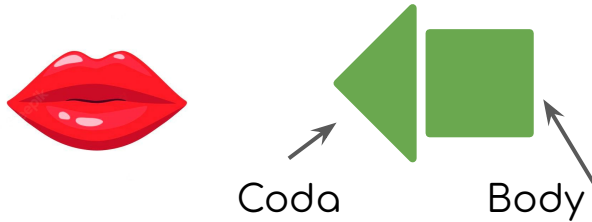
Why is manipulation important for
students' future reading ability?



Open Beats



Closed Beats



Open vs. Closed Beats

Explicitly teach about open/closed beats.

★ Fingers/hand under chin

“Does your mouth stay open at the end of the beat?”

Open vs. Closed Beats

- ★ Begin with open
“מֶה ... My mouth stays open and there is no coda sound.”



Open vs. Closed Beats

- ★ Closed – start with end of word

“הַעוֹלָם ...

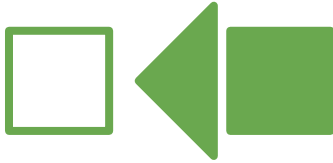
The last syllable/beat is לָם

My mouth closes to say the coda sound /m/.”



Open vs. Closed Beats

- ★ Shva nach – closed beat in middle of word
“The first beat of מַלְכָּה is מַלְ.
My mouth closes to say the coda sound /l/.



Try It Out!

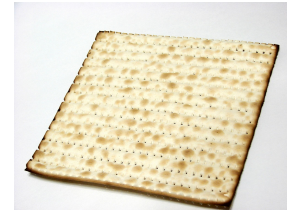
Closed



Open



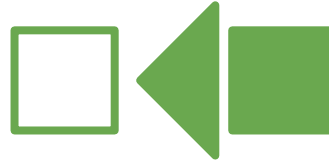
Open ← Open



Closed ← Open



Open ← Closed



Closed ← Closed

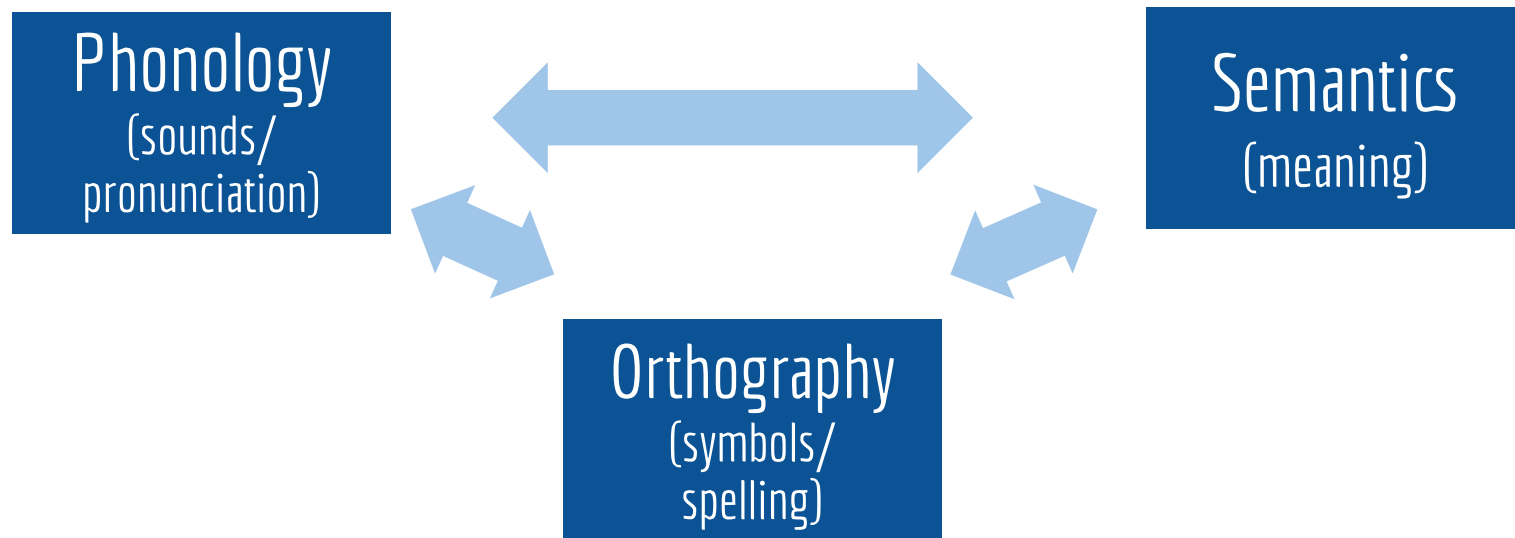




2. Orthographic Principle & Word Attack Skills

Orthographic Mapping: (Recap)

“Mental process we use to permanently store words for immediate, effortless retrieval.”



Introducing Letters (final letters in words)

1. “We’re going to read some words that end with the sound on the board – the sound /ג/. This *[point to the ג]* says /g/.”
2. “Now listen to the words we’re going to read.” *[Teacher says each word and students repeat each orally.]*
3. *[Teacher points to the diamond and “reads” one word as a model.]*
4. “Now read with me.” *[Teacher repeats “reading” the word with the students.]*
5. “Now read it yourself.” *[Teacher points to the diamond and students “read” the word.]*
6. *Repeat for other word(s).]*



Teacher Word List
[not shown to students]

דג

חג

Introducing Letters (final letters in words)

1. “We’re going to read some words that end with the sound on the board – the sound /n/. This *[point to the ך]* says /m/.”
2. “Now listen to the words we’re going to read.” *[Teacher says each word and students repeat each orally.]*
3. *[Teacher points to the diamond and “reads” one word as a model.]*
4. “Now read with me.” *[Teacher repeats “reading” the word with the students.]*
5. “Now read it yourself.” *[Teacher points to the diamond and students “read” the word.]*
6. *Repeat for other word(s).]*



Teacher Word List
[not shown to students]

יָלְדִים
יְרוּשָׁלַיִם

Word Wall by Final Consonant

(a best practice in organizing words)

ס

יום

ירושלים

שלום

ילדים

ג

דג

שלג

ענג

חג

Word Wall by Final Consonant

(a best practice in organizing words)

ס



ירוּשָׁלַיִם



יְלָדִים



חַיִּים

ג



דָּג



גֶּג

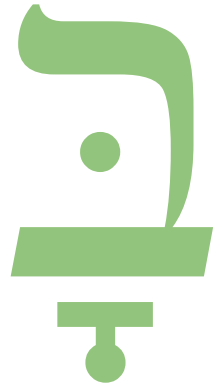


שָׁלֵג



חָג

Introduce vowels connected to letters...
...not as separate units to blend.



Link letter-vowel units with phonological awareness.

Orally:

What is the first beat of **בֶּפֶּ**?



What is the first beat of **בֶּעֶר**?



What is the first beat of **בֶּקָר**?



2. This is how we spell that sound



Applying Phonological Awareness to Decoding



בְּכִתָּה





מגדל





יִשְׂרָאֵל



Encoding

Combining letter-sound units to create words. (*i.e., spelling*)




Note: *Encoding* is not the same as *writing*.

Encoding teaches students to apply their sound-symbol knowledge in an active way.

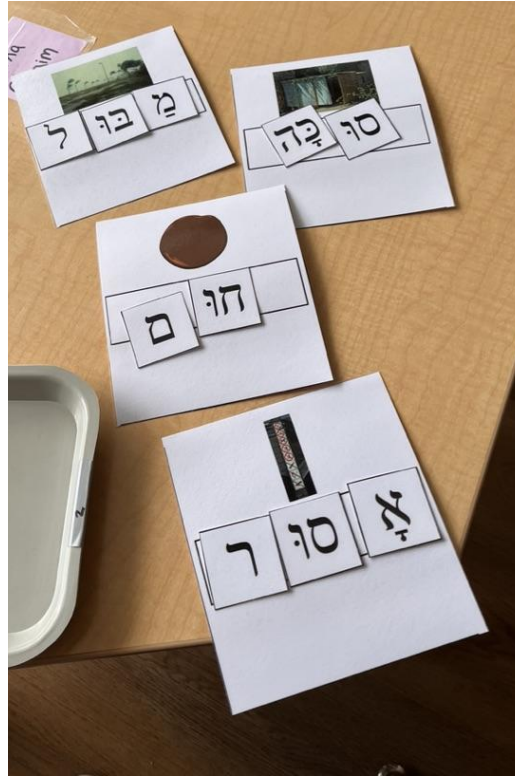
Encoding also allows teachers to assess students' orthographic knowledge.

Applying Phonological Awareness to Encoding

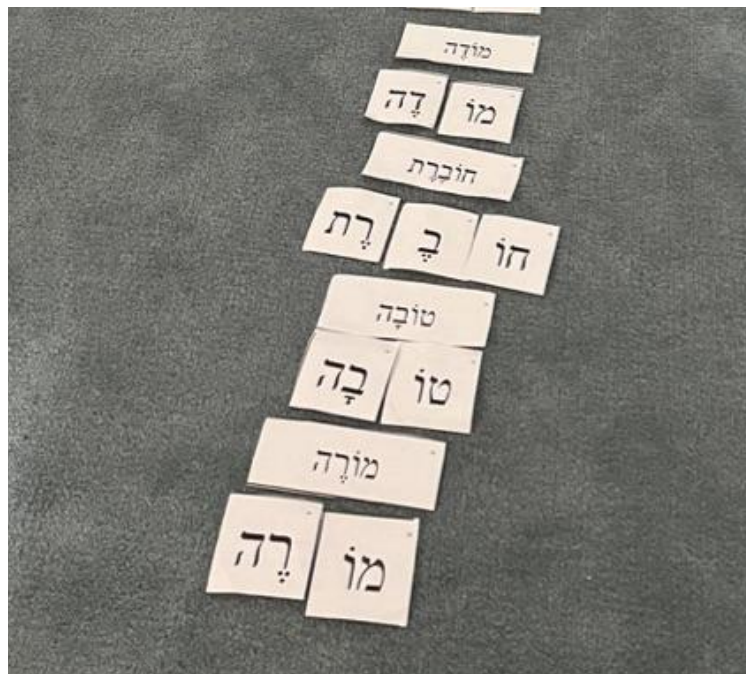
Double-Decker Sound Boxes

| | | | |
|--|---|---|---|
| |  |  |  |
| | ם | סם | |





*Encoding by body/coda unit
+ Representing known vocabulary*

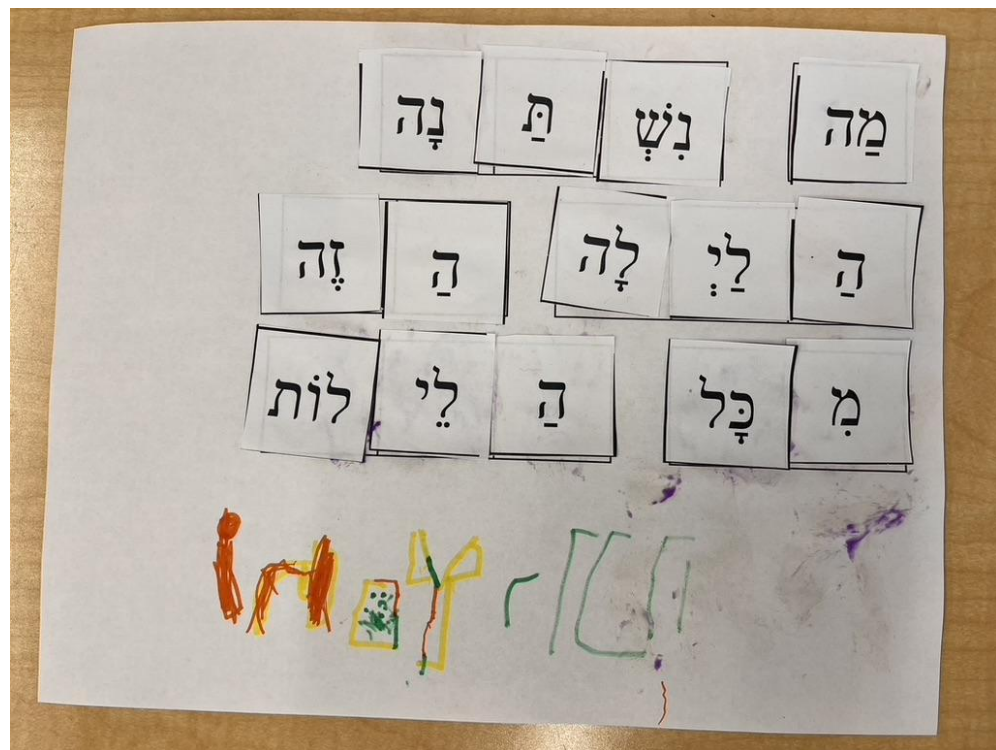


Encoding by beats

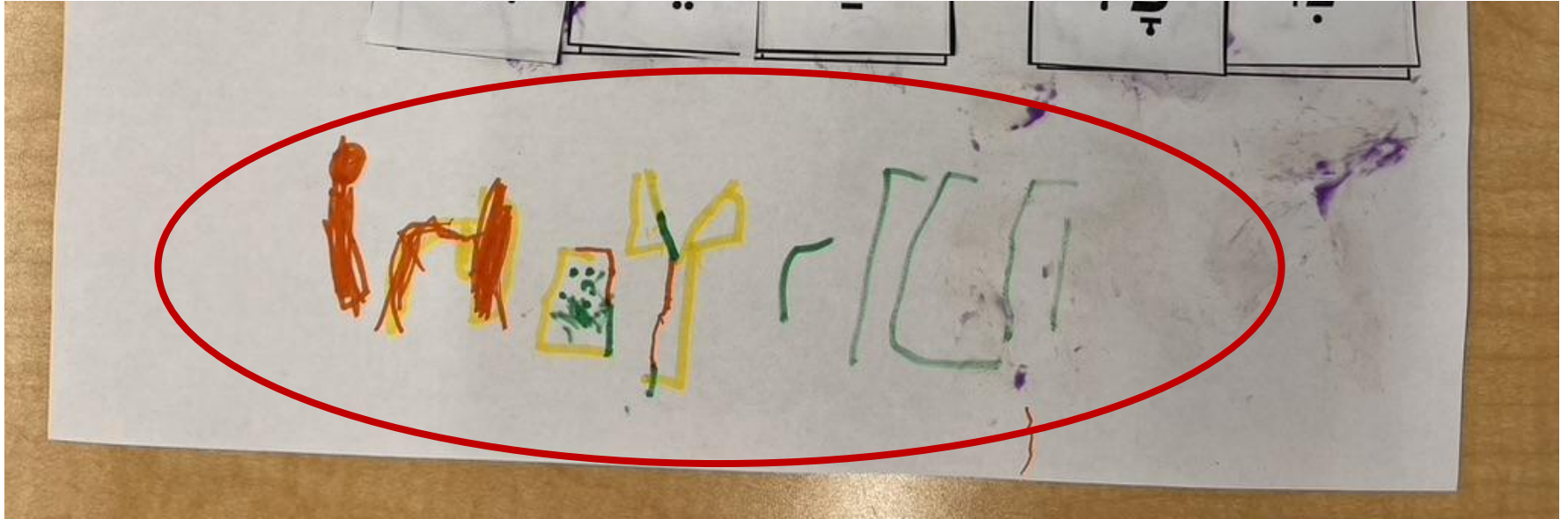


Encoding by beats:

1. Student reads word aloud to herself.
2. Student turns over the card so she cannot see it.
3. Student encodes the word.
4. Student checks her work.



Encoding known texts



A word about “backwards” writing. This is not dyslexia.

Word Wall by Beginning CV Unit

(a best practice in organizing words)

יו

יום

יובל

י

יְרוּשָׁלַיִם

יְלָדִים

נ

נְשָׁלוּם

נְשָׁמֹר

נְשָׁלֵשׁ

נ

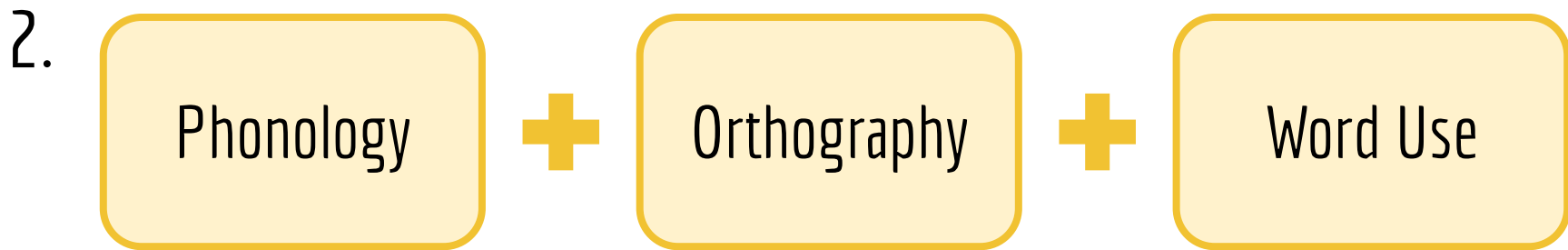
נְשָׁמֵשׁ

נְשָׁלֵג

נְשָׁקֵר

Orthographic Mapping and “Chunks” of Words

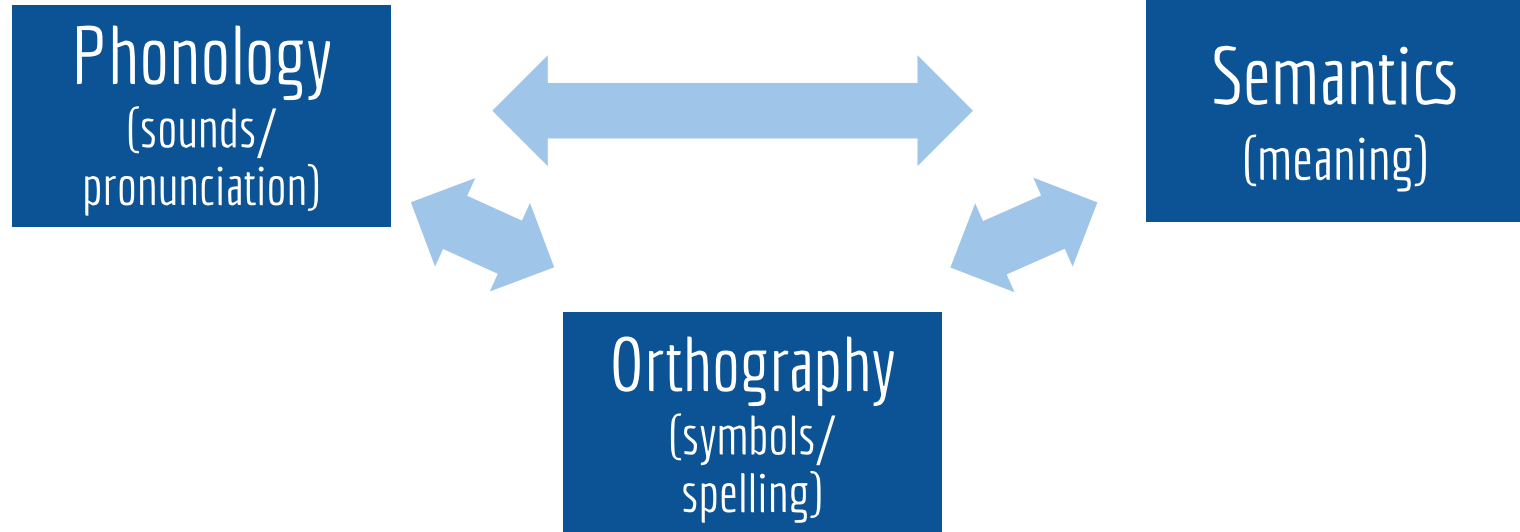
1. Structure of Hebrew (shoresh, prefixes, suffixes)



3. Chunking → Greater familiarity with new words

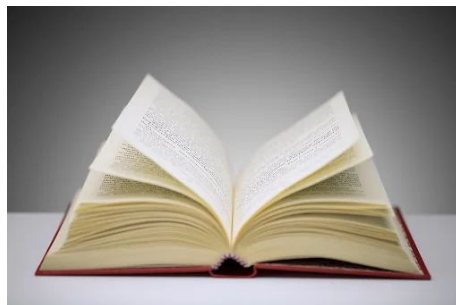
וְאָכַלְתָּ

א as a Prefix



ב as a Prefix

- Teacher explains: Sometimes, we add new sounds to the words we know to change the meaning of the word a little bit.
- Teacher demonstrates: לֵב is a word I know. What happens when I put this [show בַּ card] at the beginning? Now I can read it: בֵּלֵב.
- Let's see what בַּ tells me.
 - מְדַבֵּר [show image]. Then, put a toy person on the image. Now, he is בּוֹמְדֵבֵר.
 - בֵּיתָה [show image]. Then, put a toy person on the image. Now, he is בּוֹבֵיתָה.
- Ask students what they noticed: What does בַּ add to a word?



פ

י as a Suffix

- “Today we will be adding a sound to the end of a word, which is called a suffix.”
- Teacher demonstrates: רָאָה is a word I know. What happens when I put this [show י card] at the end? Now I can read it - I will take away the ם and change it to או, like this: רָאוּ.
- Hold up the picture of one person looking at something. This is רָאָה. Then, take out the picture of the group looking. Now, this is רָאוּ.
- Hold up the picture of one person building. This is בָּנָה. Then, take out the picture of the group building. Now, this is בָּנוּ.
- Ask students what they noticed: What does י add to a word? (A group did it.)

Match the words.

רָאָה

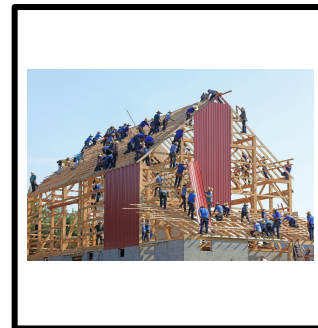
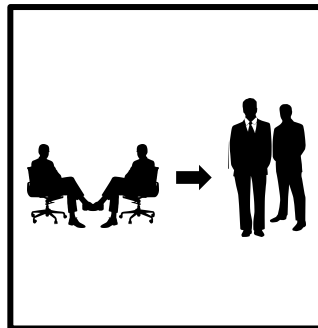
רָאוּ

קָמוּ

קָם

בָּנוּה

בָּנוּ



Match the words.

| | | |
|--|---|---|
| רָאוּ | קָמוּ | בָּנוּ |
| רָאָה | קָם | בָּנָה |
|  |  |  |

Sight Words

“Familiar written word that is recognized instantly, automatically, and effortlessly, without sounding it out or guessing.”

Sight words develop through strong vocabulary knowledge.



Using a slideshow of words to practice sight words.

Word-Level Fluency

1. Using pictures to cue reading is not effective to build word-level fluency.
1. We must teach students how to blend syllables/beats into whole words.

★ The Structure of Hebrew:

High exposure to multi-beat words

בְּרוּךְ שֵׁם כְּבוֹד מַלְכוּתוֹ לְעוֹלָם וָעֶד:

וְאֵתְּ אֵת יְיָ אֱלֹהֶיךָ, בְּכָל יוֹם לְבָבְךָ, וּבְכָל נַפְשְׁךָ,

וּבְכָל מַאֲדְךָ: וְהָיוּ הַדְּבָרִים הָאֵלֶּה אֲשֶׁר

Word Level: Model blending

(always blend together after sounding out)

שִׁמְשִׁי ← מִשֵּׁ שֵׁ

Blending Instruction

Classroom example:

After a student encodes a word, point to each part:

- “What is the first part?”
- “What is the second part?”
- “Put them together. What is the word?”

Blending

Developmental stages through which to guide your students:

1. Stage 1 – Overt sound out aloud then “fast way”

a. Aloud: שְׁמִשׁ ← שְׁמִ שְׁ

1. Stage 2 – Overt sound out whisper then “fast way”

b. Whisper: שְׁמִ שְׁ

c. Aloud: שְׁמִשׁ

3. Stage 3 – Overt sound out just moving lips then “fast way”

a. Moving lips: מֶשׁ שֶׁ

b. Aloud: מֶשׁשֶׁ

3. Stage 4 – Internal sound out then “fast way”

b. Thinking: מֶשׁ שֶׁ

c. Aloud: מֶשׁשֶׁ

3. **Stage 5 (Goal)** – Whole word reading (the “fast way”)



3. Fluency with Connected Text

Problems with Fluency in Connected Texts

Student reads...

- Slowly
- Monotone
- Ignoring punctuation
- With a choppy start and stop rhythm
- Without monitoring for understanding
- Without self-correcting

Practices that DO NOT Promote Fluency

- RRR (Round Robin Reading)
- Silent Reading
 - Examples of silent reading programs include:
 - SSR (Sustained Silence Reading)
 - DEAR (Drop Everything and Read)

Promoting Fluency: What about speed?

Make reading **“Sound like talking”**

- Re-read sentences

Don't push to “read faster”

Instead, focus on “reading like a person speaks.”

Model Fluent Reading!

☆ Be explicit!

- Rate
- Good phrasing
- Intonation
- Expression

Ask students, “After listening to how I read, can you tell me what I did that is like what fluent/good readers do?”



VS.



Fluency Strategies: Modeling Phraseology

כִּי תִשָּׂא
אֶת רֹאשׁ בְּנֵי יִשְׂרָאֵל לִפְקֻדֵיהֶם
וְנָתַנוּ אִישׁ כֶּכֶר נִפְשׁוֹ
לַיהוָה בִּפְקֹד אֲתָם
וְלֹא יִהְיֶה בָהֶם
נֶגֶף בִּפְקֹד אֲתָם:

מוֹדָה אֲנִי לְפָנֶיךָ
מֶלֶךְ חַי וְקַיִם
שֶׁהַחַיּוֹת בֵּי נַשְׁמָתִי בְּחִמְלָה
רַבָּה אֶמוֹנָתְךָ

Fluency in Connected Text



- ★ Scooping (versus pointing)
- ★ For TaNaCH, introduce the taamei hamikra as punctuation for phrases.

Repeated Echo/Choral Reading

שִׁמְעֵי יִשְׂרָאֵל, יְיָ אֱלֹהֵינוּ, יְיָ אֶחָד:

1. I Read: Teacher reads aloud.
2. We Read: Students read along with teacher.
3. You Read: Students read alone.

Repeated Reading:

- Re-read the same text
- Read different passages with many of the same vocabulary words
- Practice reading orally with opportunity to receive corrections and guidance.

- Paired Reading (Chavruta) – aloud
- Listening to books read (live or recorded)
- Readers' Theater
 - ◆ Dramatic readings
 - ◆ Read and re-read assigned part

Time to Read...

| Percentile Rank | Minutes of Reading Per Day | Baseline - Words Read Per Year | Plus 10 Minutes - Words Read Per Year | Percent Increase in Word Exposure |
|-----------------|----------------------------|--------------------------------|--|-----------------------------------|
| 98 | 65 | 4,358,000 | 5,028,462 | 15% |
| 90 | 21.1 | 1,823,000 | 2,686,981 | 47% |
| 80 | 14.2 | 1,146,000 | 1,953,042 | 70% |
| 70 | 9.6 | 622,000 | 1,269,917 | 104% |
| 60 | 6.5 | 432,000 | 1,096,615 | 154% |
| 50 | 4.6 | 282,000 | 895,043 | 217% |
| 40 | 3.2 | 200,000 | 825,000 | 313% |
| 30 | 1.8 | 106,000 | 694,889 | 556% |
| 20 | 0.7 | 21,000 | 321,000 | 1429% |
| 10 | 0.1 | 8,000 | Based on reading level, ~300,000 words | |
| 2 | 0 | 0 | | |

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson, & Fielding (1988).