FLUENT, AUTOMATIC TEXT READING CHECKLIST

Standard-Content Knowledge The student…	Classroom Learning
1. has opportunities to develop **automatic decoding skills** and **word attack of multi-syllable words**, along with **automatic** recall of **sight words**.	*The student has multiple opportunities to read words related to previous phonetic, syllable, and sight word instruction, using guided and independent practice*
2. is taught that **automatic decoding/word attack and recall of sight words** – along with the use of various reading strategies – leads to fluent natural text reading.	*The student understands that the particular word reading skills s/he has learned are applied simultaneously while engaging text to produce fluent reading.*
3. recognizes when a text is <u>Frustrational</u>, <u>Instructional</u>, or <u>Independent</u> and can explain the reasons each is true.	*The student learns the qualities/components of a text that make it either Too Hard, Just Right, or Too Easy, in terms of phonetic units, sight word complexity, word analysis features, and sentence complexity.*
4. understands the **grammatical** (*morphosyntactic*) structure of words and phrases in sentences, as well as the function of **standard punctuation**.	*The student has learned necessary grammar units and sentence structure for his/her grade-level and level of reading.* *The student has learned how the structure of a sentence conveys meaning through each group of words and phrase (e.g. each phrase in the sentence <u>The brown bear runs</u> <u>through the woods</u> <u>at night</u> provides a part of the overall meaning).*
5. understands that the groups of words and phrases within sentences leads to fluent and natural expression of **spoken language** and **reading of text**.	*The student understands how sentence meaning depends on phrasing, parsing, and intonation in both spoken language and reading.* *The student has multiple opportunities to effectively read phrases and meaningful word groups, while appropriately managing standard punctuation, in sentences and text.*

6. has the chance to learn in a way that targets his/her strengths and weaknesses as a learner (taking into account language processing, working memory, retrieval, attention, processing speed, visual processing, etc.)	**-Access Point/Entry Level** *The teacher understands how much a concept needs to be broken down for the student to first learn/master it. The teacher then introduces and teaches each concept in that way.* **-Multisensory Tools** *The teacher understands how to use Multisensory Tools to help a student master a skill.* **-Reinforcement** *The teacher understands how much review and practice a student needs to fully understand and use a skill.* **-Automatic Word Reading leading to Reading Fluency** *The goal is to apply skills in accurate, fluent, and natural reading and writing.*