

**FRAMEWORK FOR THINKING
AND GENERATING HYPOTHESES
FOR ORAL LANGUAGE DEVELOPMENT,
EARLY LITERACY DEVELOPMENT,
AND/OR
LEARNING TO READ SKILLS**

When a student is not a fluent reader, hypotheses for that difficulty could be....

- The student's **Oral Language Development** is low and needs work on basic skill development in the area of phonology, semantics, syntax, and/or pragmatics.
- The student has not yet developed **Print Awareness** (prior knowledge) and other **Early Literacy** skills
- The student has not developed **Phonemic Awareness** and other **Learning to Read** skills.
- The student has not mastered 'cracking the code'/basic **Phonics** skills and other **Learning to Read** skills. The student needs basic Phonics instruction.
- The student has not mastered specific 'code' patterns. The student needs instruction on these specific **Phonics** skills.
- The student knows the 'code', but does not apply them and/or self monitor. The student needs strategies for **Application and Self Monitoring** for **Learning to Read**.
- The student has accurate reading, but needs to build **Fluency** to bridge from **Learning to Read** to **Reading to Learn**.

**FRAMEWORK FOR THINKING
AND GENERATING HYPOTHESES
FOR
READING TO LEARN**

When a student is a fluent reader, but is not comprehending, hypotheses for that difficulty could be....

- The student knows basic decoding and is fluent to a point, but does not have strategies for reading **Multi-Syllabic words**.
- The student's **Oral Language Development** is low and needs work on skill development in the area of phonology, semantics, syntax, and/or pragmatics. **Vocabulary Development** is especially needed.
- The student lacks sufficient **Background Knowledge** to comprehend the text. Strategies for accumulating and activating prior knowledge are needed.
- The student does not have **Metacognitive Awareness**, so does not monitor for meaning as s/he reads. Strategies for 'thinking while reading'/monitoring for meaning as well as 'fix-up' strategies are needed.
- The student lacks understanding of the reading process and does not have strategies for **Before Reading, During Reading, and After Reading**. Strategies for developing these skills are needed and could include:
 - Making Predictions
 - Making Associations with Prior Knowledge
 - Determining Main Ideas
 - Answering/Asking Questions
 - Visualizing
 - Inferencing
 - Summarizing

HYPOTHESIS BANK

Reading and Math

- Cannot identify operations in word problems
 - Unable to visualize problems
 - Difficulty interpreting graphs and other visuals
 - Adaptive Reasoning (Justification, Explanation)
 - Difficulty explaining why or how he/she solved a problem
 - Does not reflect on the answer to ensure it makes sense
 - Productive Disposition
 - Does not view mathematics as sensible, useful, and worthwhile
 - Does not have a belief in diligence and one's own efficacy
- Behavioral
 - Low Motivation
 - Seeking Escape/Avoidance
 - Seeking Attention of Peers
 - Seeking Attention of Adults
 - Seeking Tangible Reinforcement
 - Seeking Power/Is Defiant
 - Seeking Other Reinforcement
 - After school activities causing difficulty (e.g. poor homework completion)
- Social/Emotional
 - Social Skills (e.g. difficulty working with intervention group)
 - Anxiety
 - Depression
 - Low Adaptability (e.g. difficulty with transitions)
 - Lack of Confidence
- Medical
 - Attention Problems
 - Hyperactivity
 - Vision
 - Hearing
 - Attendance
 - Sleep Problems
 - Diet Problems
 - Other Health/Medical Issue or Diagnosis