An Introduction to Understanding Foundational Literacy Grades 6-12

Just Read, Florida!

www.FLDOE.org
Session Objective

• Implement targeted, age-appropriate instructional practices, routines and interventions for foundational reading benchmarks in the secondary classroom.
This will be a courageously collaborative space. We will share, challenge, support, encourage, listen, respond, reflect and take strides together in ways that matter for our readers.
# Note Catcher: Secondary Foundations

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Connections</th>
<th>Instructional Practices for Secondary Intervention</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What do these numbers represent?

26  44  150
Making Words

How many words with four or more letters can you make with the following letters?

retrospection
### Standards Map

<table>
<thead>
<tr>
<th>Strand</th>
<th>Standard</th>
<th>Benchmark</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations (F)</td>
<td>Learning and Applying Foundational Reading Skills</td>
<td>Print Concepts</td>
<td>F.1.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phonological Awareness</td>
<td>F.1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phonics and Word Analysis</td>
<td>F.1.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fluency</td>
<td>F.1.4</td>
</tr>
<tr>
<td></td>
<td>Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions</td>
<td>Phonological Awareness</td>
<td>F.2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phonics</td>
<td>F.2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encoding</td>
<td>F.2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fluency</td>
<td>F.2.4</td>
</tr>
<tr>
<td>Reading (R)</td>
<td>Reading Prose and Poetry</td>
<td>Literary Elements</td>
<td>R.1.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theme</td>
<td>R.1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perspective and Point of View</td>
<td>R.1.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poetry</td>
<td>R.1.4</td>
</tr>
<tr>
<td></td>
<td>Reading Informational Text</td>
<td>Structure</td>
<td>R.2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Central Idea</td>
<td>R.2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purpose and Perspective</td>
<td>R.2.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Argument</td>
<td>R.2.4</td>
</tr>
<tr>
<td>Reading Across Genres</td>
<td>Interpreting Figurative Language</td>
<td>R.3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paraphrasing and Summarizing</td>
<td>R.3.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comparative Reading</td>
<td>R.3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding Rhetoric</td>
<td>R.3.4</td>
<td></td>
</tr>
<tr>
<td>Communication (C)</td>
<td>Communicating Through Writing</td>
<td>Handwriting</td>
<td>C.1.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narrative Writing</td>
<td>C.1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Argumentative Writing</td>
<td>C.1.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expository Writing</td>
<td>C.1.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improving Writing</td>
<td>C.1.5</td>
</tr>
<tr>
<td></td>
<td>Communicating Orally</td>
<td>Oral Presentation</td>
<td>C.2.1</td>
</tr>
<tr>
<td></td>
<td>Following Conventions</td>
<td>Conventions</td>
<td>C.3.1</td>
</tr>
<tr>
<td></td>
<td>Researching</td>
<td>Researching and Using Information</td>
<td>C.4.1</td>
</tr>
<tr>
<td></td>
<td>Creating and Collaborating</td>
<td>Multimedia</td>
<td>C.5.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology in Communication</td>
<td>C.5.2</td>
</tr>
<tr>
<td>Vocabulary (V)</td>
<td>Finding Meaning</td>
<td>Academic Vocabulary</td>
<td>V.1.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morphology</td>
<td>V.1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Context and Connotation</td>
<td>V.1.3</td>
</tr>
</tbody>
</table>

ELA B.E.S.T. Standards page 10
### Grades 6-12 Foundational Reading Intervention Standards

<table>
<thead>
<tr>
<th></th>
<th>ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.</td>
</tr>
<tr>
<td></td>
<td>b. Accurately segment single-syllable and multisyllabic words.</td>
</tr>
<tr>
<td></td>
<td>ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td><strong>Phonics and Word Analysis</strong></td>
<td>a. Use an array of strategies to decode single-syllable and multisyllabic words.</td>
</tr>
<tr>
<td></td>
<td>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</td>
</tr>
<tr>
<td></td>
<td>ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.</td>
</tr>
<tr>
<td><strong>Encoding</strong></td>
<td>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</td>
</tr>
<tr>
<td></td>
<td>ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</td>
</tr>
</tbody>
</table>
Appendix E: Reading Foundations
Florida’s B.E.S.T. ELA Standards (pages 206-211)

“There is no comprehension strategy powerful enough to compensate for the fact you can’t read the words.”

Anita Archer (2008)
Simple View of Reading and the Reading Rope

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

**Word Recognition**
- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

The Reading Rope (Hollis Scarborough, 2001)

**Skilled Reading**
Fluent execution and coordination of word recognition and text comprehension.

---

Four-Part Processing Model of Word Recognition
(Seidenberg & McClelland, 1989)

- **Context Processor**: Concepts & Information; Sentence Context; Text Structure
- **Meaning Processor**: Vocabulary
- **Phonological Processor**: Speech Sound System; Language Input; Language Output
- **Orthographic Processor**: Memory for Letters; Reading Input; Writing Output

Phonics

www.FLDOE.org
The Growth of Fluency

Orthographic representations are “a mental representation of how words and syllables are spelled and what they look like on the page.”

(Willingham, “Encoding Works in Tandem with Decoding,” pages 56, 66)
Fluency Bridges the Gap to Comprehension

Motivation
Comprehension

Word Recognition

Pikulski & Chard (2005)
Phonological Awareness
5 Levels of Phonological Awareness

- Rhyming and Alliteration
  - Less complex activities
- Sentence Segmentation
- Syllables
  - Segmenting and blending
- Onsets and Rimes
  - Blending and segmenting
- Phonemic Awareness
  - Blending sounds (phonemes) into words
  - Segmenting words into sounds
  - Deleting & manipulating sounds in spoken words

Let’s Dig In!

• Read the first part of the Bottari article, stop just before the ‘What is Phonics?’ section.
• Capture key words/phrases/ideas on your note catcher.
• Be prepared to discuss with a partner.

Phonemic Awareness vs. Phonics-Bottari
Common Impact of Phonological Awareness Deficits

- Poor Spelling
- Inaccurate Decoding of New Words
- Mispronunciation of Words
- Difficulty Remembering or Recalling New Words
Phonological and Phonemic Awareness Activities for Older Students

- Use a guide word or gesture to remind students of a sound's identity, especially short vowels.
- Segment syllables and/or speech sounds before spelling words or to correct misspellings.
- Highlight, describe, segment and pronounce individual speech sounds if similar sounding words are confused (e.g., flush/flesh/fresh).

Moats and Tolman (2009)
Phonological and Phonemic Awareness Activities for Older Students

- Orally rehearse the repetition of phrases and sentences that are being written, to reduce the load on working memory.

- Ask students to say vocabulary words aloud and to pronounce them correctly.

- Provide written, pictorial or graphic support when spoken language must be processed.

Moats and Tolman, 2009
Activity

• When reading the Bottari article, pay particular attention to instructional implications for older students.
• Capture key words/phrases/ideas on the note-catcher.
• Underline one key sentence from assigned section.
• Be prepared to discuss.
Phonics
| Phonics and Word Analysis | ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.  
| a. Use an array of strategies to decode single-syllable and multisyllabic words.  
| b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns. |
| Encoding | ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.  
| a. Use an array of strategies to accurately encode single-syllable and multisyllabic words. |
Effective Phonics Instruction Should Incorporate:

- Explicit Instruction
- Systematic Instruction
- Multisensory Strategies
Sample Phonics Continuum

PROGRESSION OF SKILLS

Initial Consonants
Final Consonants
Short Vowels (VC & CVC Words)
Short Vowels with Blends and Digraphs
Long Vowel (CVcE)
Long Vowels - Multiple Spellings (maid, stay)
R-Controlled & Complex Vowels
Simple Multi-syllabic Words (Words with Prefixes/Suffixes)
More Complex Multi-syllabic words

W. Blevins, A Fresh Look at Phonics, 2017
Are rules being explicitly taught and applied?

- How do you know when to use ck or k when spelling the /k/ sound at the end of a word?
- When does a g make the “soft” /j/ sound?
- How many vowel sounds are in each syllable?
- What rule helps me know how to divide the syllables in bathtub and complain?
### Syllable Types:

<table>
<thead>
<tr>
<th>Syllable Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closed syllables</strong> (a short vowel spelled with a single vowel letter and ending in one or more consonants)</td>
<td>*in-*sect, stu-<em>dent</em></td>
</tr>
<tr>
<td><strong>VCe</strong> (a long vowel spelled with one vowel + one consonant + silent e)</td>
<td>*com-*pete, base-<em>ball</em></td>
</tr>
<tr>
<td><strong>Open syllables</strong> (ending with a long vowel sound, spelled with a single vowel letter)</td>
<td>*pro-*gram, tor-<em>na-do</em></td>
</tr>
<tr>
<td><strong>Vowel team</strong> (multiple letters spelling the vowel)</td>
<td>*train-*er, neigh-<em>bor-hood</em></td>
</tr>
<tr>
<td><strong>Vowel-r</strong> (vowel pronunciation changing before /r/)</td>
<td>*char-*ter, cir-<em>cus</em></td>
</tr>
<tr>
<td><strong>Consonant-le</strong> (unaccented final syllable containing a consonant before /l/ followed by a silent e)</td>
<td>*drib-*ble, puz-<em>zle</em></td>
</tr>
</tbody>
</table>

*ies Practice Guide-Foundational Skills to Support Reading for Understanding, K-3* p.25
Open and closed syllables make up close to 50% of syllables in English Words.

Stanback (1992)
Common Syllable Division Rules

VCCV – divide between the consonants

\[
\text{picnic} \quad \text{VCCV}
\]

VCV – divide after first vowel (open, long) or after consonant (closed, short)

\[
\text{robot} \quad \text{civic} \quad \text{VCV}
\]

VCCCCV – divide after the first or after the second consonant

\[
\text{explain} \quad \text{frustrate} \quad \text{hilltop} \quad \text{VCCCCV}
\]
Map and Swoop
FCRR Student Centered Activities

1. Write each word using phoneme-grapheme mapping (i.e., one grapheme per box).
2. Underline each vowel grapheme (i.e., single, r-controlled, and vowel teams).
3. Swoop the syllables underneath the letters.
4. Identify each syllable type.
Map and Swoop

• Let’s try #9 together.
• Say the word together.
• Underline the graphemes that represent vowel sounds.

resemble
Map and Swoop

• There are three vowel sounds. Are they long, short or schwa sounds?

resemble
Map and Swoop

• There are three vowel sounds. Are they long, short or schwa sounds?

\[ \text{resemble} \]

\[ \begin{array}{cccc}
  r & e & s & e \\
  l & e
\end{array} \]

long e  short e  schwa- /ul/
Map and Swoop

• Time to “swoop”

 resemblance
Phonics (ELA.612.F.2.2)
Encoding (ELA.612.F.2.3)
Morphology (ELA.612.V.1.2)
My word is **reprint**. **Reprint** means to print again.
Word Sorts

• Closed Sort – Students are directed how to sort the words (provided categories).

• Open Sort – Students are not directed how to sort the words.

• Timed Sort – Students are directed how to sort the words, but given time constraints. These sorts may be open or closed.
Using the list of words you created, sort the words into two categories:

<table>
<thead>
<tr>
<th>Words with affixes</th>
<th>Words without affixes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Significant Sentences

Phoneme manipulation includes adding, deleting and substituting sounds in words.

What instructional opportunities do you see to use this sentence to align to the Foundations Benchmarks of the B.E.S.T. ELA Standards?

- Phonological Awareness
- Phonics
- Encoding
- Fluency
• As you finish reading the Bottari article, pay particular attention to instructional implications for older students.

• Capture key words/ phrases/ ideas on the note catcher.

• Underline one key sentence from your section.

• Be prepared to discuss.

Let’s explore the opportunities in the underlined sentences!
Fluency Bridges the Gap to Comprehension

Motivation
Comprehension

Word Recognition

Pikulski & Chard (2005)
On separate Post-It notes, please share one thing you will implement with students and one piece of feedback.

Place on the designated charts.
Resources Used:

- “A Fresh Look at Phonics” by Wiley Blevins
- Dyslexia Fast Facts
- Ehri's Phases-UFLI
- Elkonin Boxes Resources-Reading Rockets
- FCRR Student Center Activities
- FCRR Student Centered Activities Aligned to B.E.S.T. K-3
- Guide for Reading Mentors-Just Read, Florida
- Hollis Scarborough’s Reading Rope
- ies Practice Guide: “Foundational Skills to Support Reading for Understanding, Grades K-3”
- "Phases of Word Learning” by Ehri and McCormack, 1998
- Phonemic Awareness vs. Phonics-Bottari
- Phonological and Phonemic Awareness-Reading Rockets
- Six Syllable Types-Reading Rockets
- Spelling Rules
- Syllable and Accent Rules
- UFLI-Teaching Big Words Resource